

## DOCUMENT RESUME

ED 112 073

95

CE 004 836

TITLE Career Education: Learning with a Purpose; Elementary 3-4; Volumes 1 and 2.

INSTITUTION State Fair Community Coll., Sedalia, Mo.

SPONS AGENCY Office of Education (DHEW), Washington, D.C.

PUB DATE 74

NOTE 182p.

EDRS PRICE MF-\$0.76 HC-\$9.51 Plus Postage

DESCRIPTORS Audiovisual Aids; \*Career Education; Classroom Materials; \*Curriculum Guides; Decision Making; Educational Attitudes; \*Elementary Education; Field Trips; Grade 3; Grade 4; Integrated Curriculum; Interpersonal Competence; \*Learning Activities; Occupational Information; Resource Guides; Self Actualization; Self Concept; Self Evaluation; Social Studies; Units of Study (Subject Fields)

IDENTIFIERS Missouri

## ABSTRACT

The guide to career education is designed to supplement an existing curriculum at the third and fourth grade level; it suggests and outlines a developmental program of learning activities and resource materials which may be integrated with the teaching of academic subject areas. The suggested activities and materials are designed to (1) promote the student's understanding of himself and others, (2) provide occupational information, (3) explore the world of work, and (4) prepare the student for personal decision-making. The program is intended to help the student recognize that educational experiences are a means of achieving life goals. The activities in Volume 1 pertain to social studies, and include a Missouri unit with student worksheets and a collection of student-developed, career-related games and puzzles. The subject areas used to group the activities in Volume 2 are fine arts, language arts, math, and science. In addition to the suggested resource materials which are listed in conjunction with the learning activities, both volumes contain identical resource guides to audiovisual materials, sources of free career information, and a list of field trip sites in Missouri. (Author/AJ)

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# CAREER EDUCATION

Learning with a Purpose

- Career Related Activities
- Audio - Visual Material
- Sources of Career and Occupational Information
- Field Trip Sites and Guest Speakers

ELEMENTARY 3-4 VOLUME 1

CAREER EDUCATION PROJECT  
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## ACKNOWLEDGMENTS

This guide represents the efforts and assistance of many people. Special appreciation is expressed to the designated elementary participants which provided expertise and information for the development of this guide.

The guide was developed by counselors and teachers in three one-day workshops and is designed for use as an aid in providing career development activities for elementary teachers in grades three and four. Funds for the development of the guide were provided through a federal grant under the provisions of Part D of Public Law 90-576.

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The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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## FOREWORD

This guide is designed to supplement the existing curriculum at the intermediate level.

It is further the purpose of this guide to suggest and outline a developmental program of follow-up activities, instead of adding to the curricula of the intermediate grades and can be implemented within the existing framework of the school. The career related materials can be developed with suggested activities and materials designed to (1) promote the student's understanding of himself and others, (2) provide occupational information, (3) explore the world of work and (4) assist the student in finding out about himself as part of the preparation for decision making. In essence, it may be said that such a developmental program at the intermediate level is designed to help the student recognize that educational experiences are a means of achieving life goals.

This compilation of ideas, sample activities and other information has been done with the desire and hope that it can serve a useful purpose in the hands of classroom teachers, counselors, career education leaders and school administrators.

Robert L. Brown  
Elementary Specialist  
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## CAREER EDUCATION--THE STEP BEYOND

A basic purpose of American education is the preparation of people for living and, within that context, preparation of people for a career. Career Education is the development of attitudes and appreciations toward workers and the benefits each worker receives and gives as a contributing member of society. Career Education can be the focal point for developing an educational awareness of the use of skills and knowledge taught in the schools and used by adults in the working world. Career Education can be the center of the curriculum which joins school, family and community into a joint effort of educating the young. Career Education is concerned with the total development of a student. This means providing experiences for students to conceptualize the career development concepts which should be introduced to pre-schoolers and developed through high school.

Career development, which is a lifelong process, begins at a very early age when the child role plays various occupations in his play. He begins very early to establish his view of work and a view of himself as a worker. Career development proceeds much the same way as emotional, social, intellectual and physical development progress. Before one is ready for the next level, certain concepts must be conceptualized. The child goes through the following stages. The AWARENESS STAGE, which covers the preschool period through grade six, is a period when the child not only becomes aware of himself and other people physically, emotionally and socially, but he also gains intellectual skills and knowledge. While in this stage, the child becomes interested in what adults do. He is interested in knowing how he gets the goods and services which he enjoys. He also enjoys "putting on occupational roles" by role playing the many occupations with which he has become acquainted. The EXPLORATION STAGE, which usually covers the middle or junior high school age level, is a time for some actual exploring of a variety of occupations. It is a time of self-assessment and of consideration of the various types of careers available to the individual. The student should, by this time, be able to identify who he is and that his interests and abilities are to make decisions and be prepared to adjust and change those decisions, to formulate some preferences for particular occupations and to identify various life styles he may wish to pursue. A tentative decision may be made by grade nine in order to begin the PREPARATION STAGE. This stage will last as long as necessary for the acquisition of skills and knowledge needed to enter and progress through one's occupational career.

Career Education, then, is the education of the child of today in a manner which will make his life useful and productive in the world he will live in tomorrow. It is preparing the future adult to develop the philosophy that work has value and meaning to the individual and to society. It provides an exposure to a wide variety of possible careers so that the young adult can make a career choice on the basis of his self-knowledge, his particular needs, abilities, interests and the needs of society.

Ohio Career Education and Curriculum  
Management Laboratory in Agricultural Education  
The Ohio State University  
Columbus, Ohio 43210  
1974

## THE LITTLE BOY\*

Once a little boy went to school.  
He was quite a little boy.  
And it was quite a big school.  
But when the little boy  
Found that he could go to his room  
By walking right in from the door outside,  
He was happy.  
And the school did not seem  
Quite so big anymore.

One morning,  
When the little boy had been in school awhile,  
The teacher said:  
"Today we are going to make a picture."  
"Good!" thought the little boy.  
He liked to make pictures.  
He could make all kinds:  
Lions and tigers,  
Chickens and cows,  
Trains and boats--  
And he took out his box of crayons  
And began to draw.

But the teacher said, "Wait!"  
It is not time to begin!"  
And she waited until everyone looked ready.  
"Now" said the teacher,  
"We are going to make flowers."  
"Good!" thought the little boy.  
He liked to make flowers,  
And he began to make beautiful ones  
With his pink and orange and blue crayons.  
But the teacher said, "Wait!  
And I will show you how."  
And it was red, with a green stem.  
"There," said the teacher  
"Now you may begin."

The little boy looked at the teacher's flower.  
Then he looked at his own flower.  
He liked his flower better than the teacher's  
But, he did not say this.  
He just turned his paper over  
And made a flower like the teacher's  
It was red, with a green stem.

\*By Helen E. Buckley

On another day,  
When the little boy had opened  
The door from the outside all by himself,  
The teacher said:  
"Today we are going to make something with clay."  
"Good!" thought the little boy.  
He liked clay.  
He could make all kinds of things with clay:  
Snakes and snowmen,  
Elephants and mice,  
Cars and trucks  
And he began to pull and pinch  
His ball of clay.

But the teacher said:  
"Wait! It is not time to begin."  
And she waited until everyone looked ready.

"Now," said the teacher,  
"We are going to make a dish."  
"Good!" thought the little boy.  
He liked to make dishes,  
And he began to make some  
That were all shapes and sizes.

But the teacher said, "Wait!  
And I will show you how,"  
And she showed everyone how to make  
One deep dish.  
"There," said the teacher  
"Now you may begin."

The little boy looked at the teacher's dish.  
Then he looked at his own.  
He liked his better than the teacher's  
But he did not say this.  
He just rolled his clay into a big ball again  
And made a dish like the teacher's.  
It was a deep dish.

And pretty soon  
The little boy learned to wait,  
And to watch,  
And to make things just like the teacher.  
And pretty soon  
He didn't make things of his own anymore.  
Then it happened  
That the little boy and his family  
Moved to another house,  
In another city,  
And the little boy  
Had to go to another school.



This school was even bigger  
Than the other one.  
And there was no door from the outside  
Into his room.  
He had to go up some big steps,  
And walk down a long hall  
To get to his room.  
And the very first day  
He was there  
The teacher said:  
"Today we are going to make a picture."  
"Good!" thought the little boy,  
And he waited for the teacher  
To tell him what to do.  
But the teacher didn't say anything.  
She just walked around the room.

When she came to the little boy  
She said, "Don't you want to make a picture?"  
"Yes," said the little boy,  
"What are we going to make?"  
"I don't know until you make it," said the teacher.  
"How shall I make it?" asked the little boy.  
"Why, any way you like," said the teacher.  
"And any color?" asked the little boy.  
"Any color," said the teacher,  
"If everyone made the same picture,  
And used the same colors,  
How would I know who made what,  
And which was which?"  
"I don't know," said the little boy,  
And he began to make a red flower with  
a green stem . . . . .

## GUIDE UTILIZATION

The activities included in this guide can be adapted for use in any subject area; however, some of the activities lend themselves for use more easily than others in a certain subject area. The format used for this activity guide attempts to point out suggested areas for specific usage.

The activities contained in Volume I pertain to social studies. Also included is a Missouri Unit with many student worksheets.

The subject areas used to group the activities in Volume II are as follows: fine arts, language arts, math, and science.

Listed with many activities are resource materials. Once again, these items are merely suggestions and do not have to be used specifically.

Also included on each page is a column entitled Evaluation/Outcome. This space is intended to be used for indicating a desired outcome for each activity. It is felt that many times the best outcomes from a particular activity are not measurable. Therefore, this column is included so that nonmeasurable objectives could be used with this guide.

Included also is a selection of career related games and puzzles that were developed by students from a participating school.

GOALS OF THE AWARENESS PROGRAM

FOR GRADES THREE AND FOUR

1. The students shall have experiences that relate to life goals and occupations.
2. The student shall learn the importance of responsibility and dignity of work in becoming a worthwhile citizen.
3. The student shall further develop understanding of self as an individual, in relation to home, school and society.



OBJECTIVE: To develop awareness of the importance of each person and the uniqueness of his skills.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Social Studies (Self-Awareness)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Ask children whether they know what their parents do for a living.</li> <li>2. Encourage children to talk to their parents about their jobs.</li> <li>3. Learn skills needed for father to perform his job and activities in which he engaged at work.</li> <li>4. Help children to accept their parents and understand that the jobs their parents held were worth knowing about.</li> </ol>	<p>Lifton, Walter M.</p> <p><u>What Could I Be?</u> Introducing the world of work to children SRA, 1960</p>	<p>Performance objectives: Write a short story about your parent's job. Then write a short story on "What do you think you could be?"</p>

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>"The Silhouette Game" - Using a filmstrip projector, make three silhouettes of each child on large sheets of construction paper.</p> <ol style="list-style-type: none"> <li>Make several "anonymous" silhouettes, (not of any child in the class) for later use in small groups.</li> <li>Using a supply of "trait cards," which you have supplied or they have made, each child tapes on the first silhouette those traits which he feels best describe him.</li> <li>On the second silhouette, he tapes all those traits he thinks his friend would use to describe his partner.</li> <li>Working pairs, each child places on his partner's silhouette, all of the traits he feels best describe his partner.</li> <li>The partners share the information of the silhouettes.</li> <li>Working in small groups and using the information gained so far, the groups construct the "Ideal Person."</li> </ol>		<p>The students will list three strengths and weaknesses: three pertaining to school work and three pertaining to home.</p>

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Children will write a short bibliography regarding himself and his school. Teacher will read aloud and students will guess the author.</li> <li>2. Students will make a collage of himself and surroundings at school.</li> <li>3. Teacher will rotate schoolroom tasks to enable each child to participate.</li> <li>4. Students will draw a picture of themselves on standard size paper. Allow them to color it with crayons and tell them to save the drawings. On the next day, ask them to look at their drawings again. Ask how they might make them look more like the people they stand for. Someone might eventually suggest the drawings could be life-size drawings of themselves on yard-wide paper. This will encourage children to think about their image. The process of looking at themselves and then committing this view to paper should help prepare them for self-examination. Reference- Dimensions of Personality Series, "Here I Am."</li> </ol>		<p>Student will demonstrate that he is aware of individual differences in appearance and become more aware of his own image.</p>

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. "It's Up to You to Decide"--Suggest that the students look through a family photograph album to discover some physical trait shared by several family members. They are to describe the traits they would like to have inherited from parents or grandparents if they had a choice.</li> <li>2. Use games that require decision-making such as chess, monopoly, etc.</li> <li>3. Work through illustrative case materials or games designed to identify decision factors and the alternative outcomes which result when different patterns of factors are combined.</li> <li>4. Teacher prepares two identical lists of many positive traits. Three volunteers are sent out of the room with pencils to select five traits that best describe themselves. While volunteers are out of the room, children select five traits for each of the three volunteers. Teacher writes child's name and number corresponding with trait on board. Volunteers return and they present their list to class and vice versa. Child gets positive feedback as to how others perceive him as well as his self-perception.</li> <li>5. Students are to find a job listed below and tell four ways to solve it. For example: Wagon master what would you do if a young girl was captured by Indians and to get her back they wanted the rest of the food. The teacher and the students can make their own list and problems.</li> </ol>		<p>List three basic emotions that all human beings have at one time or another.</p> <p>Name at least one character trait which is unacceptable to others.</p> <p>Each individual will demonstrate. In the opinion of the teacher, he has developed the ability to make a wise decision.</p>



CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>6. Discussion of films and filmstrips centering around the decision-making process---"What Do You Like to Do?" and "Who are You?" (SRA)</p> <p>7. Use "Scientific Method" of problem solving in classroom activities.</p> <p>8. Using filmstrips, films, and readings that view workers as problem solvers and ask questions, such as:</p> <ul style="list-style-type: none"> <li>(a) What is the nature of the problem of living that this person routinely solves?</li> <li>(b) What special tasks or skills does this person need to solve these problems?</li> <li>(c) Does this person need any special facilities to solve this problem?</li> </ul>		

OBJECTIVE: To acquire respect for the individual and to understand that each person has his own special qualities.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Self-Awareness)

CAREER RELATED ACTIVITIES

Children will write a short bibliography regarding himself. The teacher will read each aloud and students will guess the author. Discuss physical traits of students and how they look like other members of their families. Play guessing games in which a student describes another classmate and the classmates guess who it is. Students can become aware of character traits of famous people by reading stories and poetry.

RESOURCES

Books:  
Babe Ruth Baseball Boy  
Thomas Edison  
Harriet Tubman  
Clara Barton  
Martin Luther King

EVALUATION/OUTCOME

Students should come to realize that each has individual differences and become more aware of individual images.

OBJECTIVE: To recognize that each person is unique in interest and abilities.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Self-Awareness)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Have students finish sentences that begin:  I like . . .  I feel . . .  I want to be . . .  I am . . .	Filmstrips: <u>First Things</u> <u>Series, Guidance Associates</u> <u>10 filmstrips</u>  Film: <u>The Most Important</u> <u>Person Set</u>  DUSO	The student will have a better understanding of the feelings and attitudes of himself and others.

OBJECTIVE: To help the student develop acceptable behavior and understandings.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Social Studies (Self-Awareness)

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

Class discussion centered around short talks given by the teacher.

1. Friendship: Teacher might draw on the blackboard two hands extended in friendship to stimulate a discussion. Possible questions: Why is it important to get along with people? How should friends be selected? Should parents have anything to say about friendships?
2. Promises: Teacher might put a drawing of a hand on the blackboard with an oath copied near it to stimulate this talk. Possible questions to discuss: What is a promise? What does a promise mean to you? What should you do if you cannot keep a promise?  
Language Art Activities: Students could write or tell why dependability is an important trait. Students could make a list of synonyms and antonyms for words such as truth, respect, obedience, courage, and honor.
3. School Spirit: Possible questions to be used: What do we mean by school spirit? What rules and laws protect students and give them more freedom? What personality traits or characteristics promote good school spirit? (Courage, vigor, enthusiasm, loyalty, friendship, interest, love, pride, respect, cooperation, self-discipline, consideration for others)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>Language Art Activities: Have a contest to choose a student who shows best school spirit for a particular week. The students could write a letter to someone explaining why he is proud of his school.</p> <p>Art Activities: Students could design a school pennant. Paint and post "Welcome to Our School" signs.</p>		

4. Private Property: Signs such as "No Trespassing, Private Property" might be placed on the blackboard to stimulate this discussion of the right that each student has in the classroom, with the hope that the student will take proper care of his own property, as well as respect the property of others. Such questions as follows: Should students borrow private property? If student borrows, what are his responsibilities to the one from whom he borrows? Is it wrong to borrow answers?
- Language Art Activities: As a group activity, decide the best rules for protecting property of the school, classmates, and teacher. As a written assignment, each student could make lists of things which belong entirely to him, to his classmates, his school and teacher.

5. The Classroom--A Living Democracy: Stimulate a discussion to help the students understand and appreciate the differences in all kinds of people; the slow, average, superior, weak and strong. Help them to know that all, despite differences, deserve the same privileges, rights and opportunities.

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

Suggested questions: What should we do when we have a different opinion from others? What should we do when a student makes fun of another student? How should we feel about beliefs of others? What should a student do when others make fun of him?  
Language Art Activities: As a group, develop a "Code of Behavior" chart which will help preserve democracy in the classroom.

6. Words that are Magic: Stimulate a discussion about words being a means of communication, but all words are not used the correct way.  
Suggested questions: Can words hurt or help students? Does tattling hurt others?  
Language Art Activities: As a written assignment, students could make a list of kind and unkind words.

7. Mistakes--What Can We Do About Them?  
Suggested questions: Did you ever make a mistake? Why is it important to admit mistakes and try to correct them? If a mistake you made caused a classmate to get into difficulty, what should you do? What happens if you won't admit that you made a mistake?  
Language Arts Activities: As a written or oral assignment, students could tell about the best lesson he ever learned or describe how a mistake happened.

Show videotaped model segments of child behavior (acceptable or unacceptable) for immediate class discussion and evaluation.  
The school counselor has resource material and activities to give valuable help with this unit.

DUSO Kit (D-1) "Developing Understanding of Self"  
Suggested Books: Storybook of Manners, Being Nice is Lots of Fun, When I Grow Up--Lois Lenski  
Suggested Stories: Arbuthnots Anthology--True Tales, pp. 95, 104, 105, 150, 163, 178

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
8. Read books and poetry and share with class.	<u>Time for Poetry</u> <u>"Of Giving"</u> <u>"I Am"</u> <u>"Of Quarrels"</u>	<p>Manila folders Art paper, crayons or paints</p> <p>Suggested references:  <u>Babe Ruth Baseball Boy</u>  <u>Thomas Edison</u>  <u>Harriet Tubman</u>  <u>Clara Barton</u>  <u>Martin Luther King</u></p>
9. Develop a personality folder. (This folder can be added to all year.) Include such activities as: Self-portrait drawing An autobiography Keep a personal diary made by students and teacher Worksheet of "Feelings"		
10. Play guessing games in which a student describes another classmate by his personality traits and the classmates guess who the mystery student is.	<p>A personal growth chart containing birthday, fingerprints, height and weight.</p> <p>Write and dramatize a situation showing a type of behavior desirable or undesirable using handmade puppets or by role playing.</p>	
11. Provide within the classroom a "Quiet Corner" in which each student may have a short time daily or as schedule will allow to spend alone or with a friend. This time spent in free activity. Games, art supplies, record player, etc. should be provided for his use.		
12. Students can become aware of character traits of famous people by reading stories and poetry.		

CAREER RELATED ACTIVITIES

EVALUATION/OUTCOME

RESOURCES

13. Create a "Special Day." Make a scroll with the name of a student at the top. During the day each student will write something nice about that student. Remove the scroll at the end of the day and allow the student to take the scroll to keep.

14. Display pictures which depict feelings (hate, anger, fright). Discuss with the students which feeling it is or ask students to look at the picture and write or tell what the person is feeling and why that person may feel that way.

15. Class discussion. Use questions such as: Do I get along with others?, Am I dependable?, Am I fair?, Am I accepted by my peers?, Am I accepted by adults?, Am I a helpful member of my family?, Can I go ahead and do a job, or must I always be supervised?

16. Role playing: Set up situations in which children might be emotionally involved, such as a disagreement between playmates. Let children act them out. Discuss the outcomes and the ways in which we can learn to work and play more cooperatively with others.

17. Use this poem and discuss its meaning.  
As long as I live, I shall always be  
Myself and no other, just me!

18. Construct a mural showing student's leisure time activities.

Art paper

Instructo No. 1215  
Pictures "Understanding  
Our Feelings" or pictures  
cut from magazines



OBJECTIVE: To develop awareness of social, emotional, and mental characteristics of himself.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Social Studies (Self-Awareness)

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

1. Outline each child on suitable paper--newsprint or brown wrapping. (Keep the paper outline as child completes social, emotional and mental characteristics of himself.)

2. Physical attributes to complete:

I am \_\_\_\_\_ inches tall.

I weigh \_\_\_\_\_ pounds today.

I have \_\_\_\_\_ eyes and \_\_\_\_\_ hair.

My shoe size is \_\_\_\_\_.

I wear glasses, braces or other unusual data.

Some of my favorite foods to eat are \_\_\_\_\_.

My name is \_\_\_\_\_.

These large paper replicas can be stored on top of storage cabinets.

For the individual to understand and accept his own uniqueness.

3. Scrapbook:

1. Picture of me as a young child.

2. Picture of me today.

(Picture at the end of the school year--teacher could request use of a polaroid camera from instructional media center.)

3. My thumb or fingerprint--it is unique and so am I. Make thumbprint with ink in an ink pad. (Not even identical twins have thumbprints alike!)

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# CAREER RELATED ACTIVITIES

## EVALUATION/OUTCOME

## RESOURCES

4. Discuss the fact that no other person in the world is exactly like "you"; no other person feels, thinks, looks or acts exactly as you do. You are special--not because you wish to be treated specially--but because you are you. Other people are special too; our many differences make us interesting to other people and other people interesting to us. Art--make your own special name tag to wear today!

5. Show 2-3 pictures of people who have been afraid (a mother, a policeman, a child). Discuss how/why/what might have caused these people to be afraid. (role play each person pictured) What does fear feel like? (uncomfortable, body may shake, run away) Is fear ever helpful? (fear of cars, fear of harmful animals--bulls, rattlesnakes, cross dogs) How do we face fear? Puppet exercise Dramatize: A "bully" frightening another puppet; the puppet may (1) run away; (2) fight the bully; (3) talk to the bully and tell him it would be more fun to be friends.

6. A puppet who is afraid of sirens. (Other fears may be substituted) His friend puppet takes him to the fire station to help him "see" his cause of fearing the siren.

OBJECTIVE: To learn about himself in relation to his culture.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

1. Role play depicting various jobs the student is responsible for at home.
2. Discuss what student does at home and how his jobs are important for the functioning of the family.
3. Pantomime some member of the family engaged in a task at home. Try to guess the task.
4. Depict work in the family through puppets. Have each puppet (family member) discuss his/her job and its importance.

Filmstrips:  
 "Getting Along at Home"  
 "Who Helps Us Live at Our House?"  
 "Some Fathers are Builders"  
 "Just What Do Mothers Do?"  
 "What Else Do Fathers Do?"  
 "Housing, Money, Personal Problems"  
 "Manners at Home"  
 "Learning to Live with Others"  
 "Developing Basic Values"  
 "Families Have Fun"  
 "The Homes We Live In"

The student shall learn about himself in relation to his culture through understanding and experiencing roles.

OBJECTIVE: To develop the understanding for children to see that their names both link them to the past and provide them with a stamp of individuality in the present.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies

# CAREER RELATED ACTIVITIES

## EVALUATION/OUTCOME

## RESOURCES

1. Have a child trace his name, original nationality, and heritage. Find about culture and family traditions which shape one's vocational goals.
2. Find out about foreign words or names to see that they represent something familiar.
3. Find out if the original family name was difficult to spell and if it has been changed in spelling and simplified over the years.
4. Discuss the different reactions people have when you remember or forget their names.
5. Find the reasons for the use of titles like Mr. and Doctor.

Lifton, Walter M.  
What Could I Be? "What  
Is Your Name?" SRA 1960

Use the dictionary for checking name origins.  
Develop reference skills.

**OBJECTIVE:** To develop the understanding for children to see that their names both link them to the past and provide them with a stamp of individuality in the present.

**GRADE LEVEL OR SUBJECT** Three and Four      **AREA OR UNIT OF STUDY** Social Studies  
 To be used with Unit 3, pages 116-131 in "Exploring Regions Near and Far" Follett Company.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Discuss with parents or grandparents your ancestors, their heritage and their original nationality.</li> <li>2. Look over any antiques you may have at home. How are they different from what we use today.</li> <li>3. Discuss inventors and know what they invented.</li> <li>4. Write a paper telling when you would rather live, now or in pioneer times. Give reasons for your choice.</li> </ol>	<p>The New Times and Places          Scott, Foresman, &amp; Co.          pages 84-158</p> <p>More Times and Places          Scott, Foresman &amp; Co.          pages 154-218</p>	<p>Realize how things have changed through time and inventions.</p>

OBJECTIVE: To assist the class to see how strongly peer group and social values influence our judgment of others. Also, to help children analyze ways to discover the strengths and weaknesses.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies

EVALUATION/OUTCOME

RESOURCES

CAREER RELATED ACTIVITIES

1. In a democracy, we must help people realize not only is there freedom of choice, but that each person has the responsibility of preparing himself for the things he can do best and will enjoy.
2. Children understand the difference between a democracy and a feudal society if they are helped to contrast life long ago, when they had no choice of vocation to life in the U.S. today when there are many choices.
3. A discussion of what caused the Pilgrims to leave Europe. The Declaration of Independence might also be introduced as illustrative of the values by which we live.
4. Children must have a chance to learn all he can learn about a great many different things.

Lifton, Walter M. "Long Ago and Far Away" SRA 1960

Write a story on "What Do You Do Best?"

OBJECTIVE: To stress to the student the idea of being part of the world.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Awareness of His World (Social Studies)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>1. <u>Environment</u> To have the entire class share in weaving a rug with scraps of material, assist the feeling of belonging, plus the learning of a use for waste materials. A clothing factory and sources of waste scraps; business men/women should encourage the joint effort in alleviating pollution.</p>		
<p>2. <u>International Market</u> Utilize materials learned from pen pals as well as encyclopedia. Try to find an item from another country for which our country trades (spices, rubber, silk cloth, caviar). Utilize small groups working together to set up stalls as in an Open Market setting; try to be as representative of other countries as possible. Show the interdependency, the necessary cooperation of countries in this world. (Barter for or purchase an item from another country; send any profits to UNICEF.)</p>		
<p>3. <u>Tape Recorder</u> Each child can write his feelings and then record his thoughts: "These things in the world give me unpleasant feelings."</p>		
<p>4. <u>Group Mural</u> Try to utilize taped comments; have all children contribute to both pleasant/unpleasant things in the world. When the mural is done, play the recorded message with the pictorial expression.</p>		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>5. <u>Imagination</u> You are from the planet "Zonk"; you've never seen such strange creatures or things as are on this planet, Earth. What do you think about these strange Earth creatures? How do they treat each other? How do you feel about Earthlings?</p> <p>6. <u>People from other countries</u> Showing feelings through MASKS. Try to gather material on the use of/meaning of masks which people may use for various customs. Each student can make his mask (coordinate this activity with art teacher) and tell its purpose at the project's conclusion. (Do we sometimes hide our real feelings behind make-believe masks?)</p> <p>7. <u>Pen Pals from other countries</u> Providing class time once per month to write to a child in another country stimulates awareness of other cultures. Students should be encouraged to share unusual, interesting experiences.</p> <p>8. <u>Group Mural</u> Show the flag and any other special activities of the country in which your pen pal lives. Plan a walk to look for rocks which may have a "special look" or could be a creative outlet or hobby for children; use of leisure time, as well as seeing the beauty of the world are the joint objectives.</p> <p>9. <u>Environment and People</u> The physical elements of the world affect people's living. Show how these things cause people to live differently:</p>		



CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. temperature</li> <li>2. rainfall</li> <li>3. flat land</li> <li>4. mountainous</li> <li>5. bodies of water nearby</li> </ol> <p>Either illustrate the differences pictorially with colored chalk or construct a model/s of a community affected by temperature (desert nomads, Eskimos, tropical); by rainfall (rainforest vs. temperature zones); by mountains (Swiss Alps, Appalachia, Rocky Mountain areas); by water (communities near the Great Lakes, Port City in Spain, the country of Japan)</p>		
<p>10. As a class, contribute time/effort to plant trees in shopping areas, flowers in downtown areas--could be a cooperative venture with business community.</p>		
<p>11. <u>Other Parts of the World</u> We cannot understand people unless we know something about them and their environment. Try to learn about a custom people in another country observe. Why did that custom begin? How do the people in that country feel about their custom? How do I feel about those people and their custom?</p>		
<p>12. <u>Music</u> Music is happy, sad, frightening and angry in its sounds. (Get ideas from the music teacher regarding these moods and music which conveys the feelings.) Also, devote a period to sounds of music which the class enjoys--records can be brought from home to share at school. The teacher should share a record she enjoys telling why.</p>		

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

13. People in our world  
To correspond with the study of customs, explore music and dances (folkdance forms) special for social groups and for that country's national holidays. Costumes, customs and music from other countries could assist the pupil's awareness of people in our world. Utilize community resource people.
14. Environment  
As a class, collect cans and glass used only by your family for one month--six weeks. Plan your taking it to a recycling center: who has a truck how do we load it onto a truck, how did you feel about the whole project? Is this a good way to show that we care for the future generations? Have other people helped in other ways? Does pollution control need more than one person doing something?
15. Tape Recorder  
Think carefully of your walk to school this morning. Tell us--one at a time--what you saw that made you:  
A. feel happy  
B. feel sad  
Listen to the voices after recording. What does your own voice sound like to you?
16. Sounds  
Go outside. Tape the sounds that you hear near the school, in the neighborhoods, perhaps nearer a commercial area. Bring your results to share in classroom. (This could be done in pairs or in small groups.)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>17. <u>Environmental</u>  <u>What if:</u>  A. I had no nose _____  B. I could not feel things when I touched them _____  C. I could not see _____  D. I could not hear _____  E. I could not taste _____</p> <p>18. <u>Art Construction</u>  From trash-to-treasure project; show how something which was thrown away can be made into something lovely or useful. How do you feel about your idea?  Have binoculars in the room; encourage their use.  Let children explore how to adjust the lens; learning how to use them is as much of a learning experience as is actually viewing sights through binoculars.</p>		
<p>19. <u>Seasons</u>  Dramatize the movement of the earth-sun and the relationship of the seasons. Art work: show yourself on a fall-winter-spring-summer day.</p>		
<p>20. <u>Environment</u>  Role play the ways we can improve our world via tackling pollution even in "small ways" which benefit others.  A. Genuine effort to keep litter picked up.  B. Helping others be aware of litter.  C. Writing letters to officials when pollution occurs in rivers, refuse dumps . . . pet pollution</p>		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>21. <u>Posters</u> Make and display environmental posters--display in hallways of schools or in merchant's display windows in shopping areas.</p> <p>22. <u>Food Fair</u> To acquaint each child with foods from other countries, divide into groups of 4-5. Select a country and prepare one dish characteristic of the country. Utilize school kitchen in process. Prepare and sample the foods as a class. This activity affects the physical senses: taste, smell, sight, touch, and even hearing (foods sizzling, people munching) as well as social, emotional, and mental domains of children.</p>		

OBJECTIVE: To learn the importance and dignity of work areas to become a worthwhile citizen.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Social Studies Awareness of Careers to Job Clusters

# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

### JOB TREE

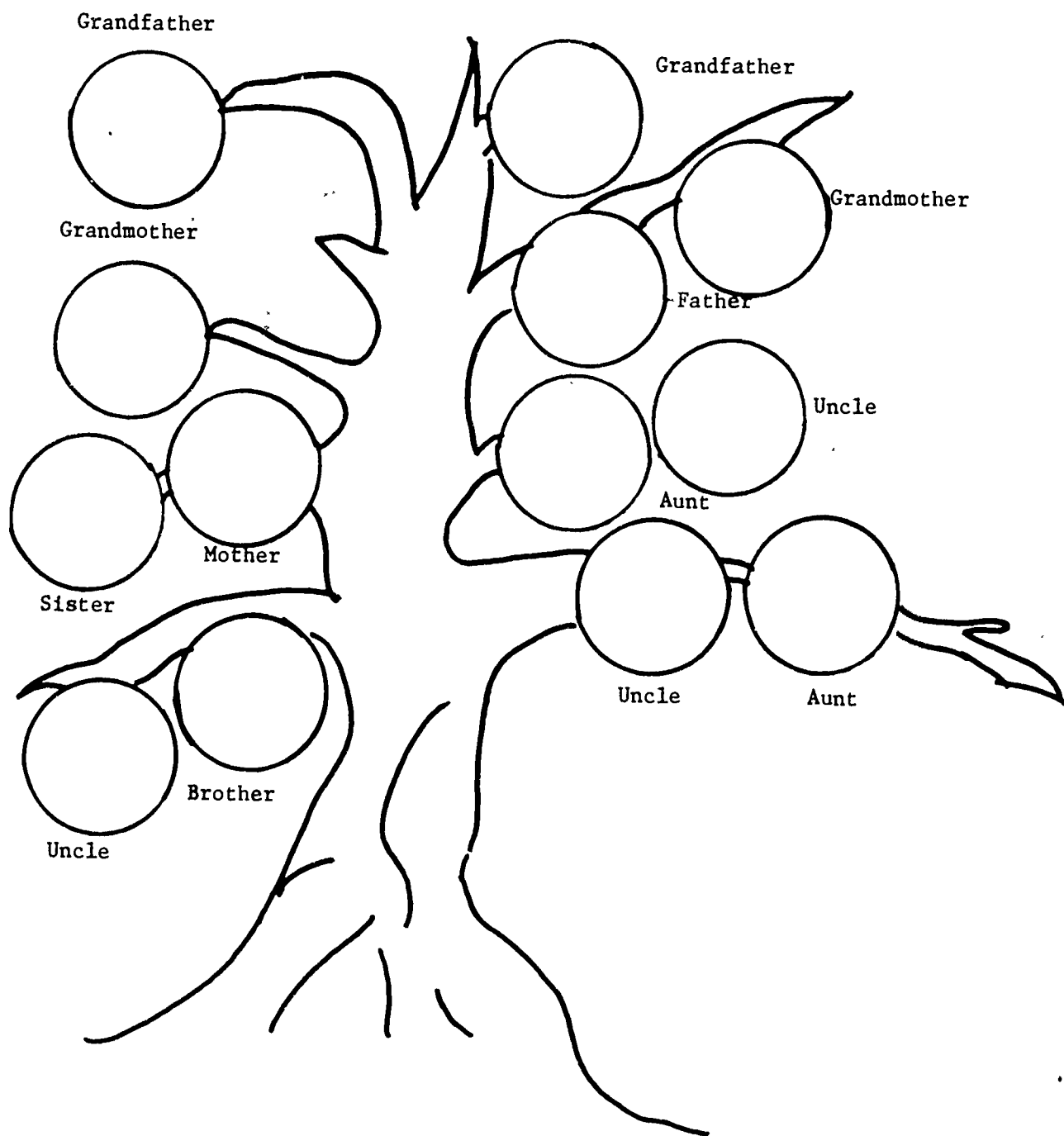
1. My Family Job Tree--Individual  
Distribute a copy of this paper to students. The students should take these sheets for parents' help. Use with caution.
2. Class Job Tree (Bulletin Board)  
From the individual family job trees, display as many different occupations as you can. The trees should be modified for your particular group.
3. Job Cluster Tree (Booklets & Bulletin Board)  
This job cluster tree may be used as individual for booklets. Booklet should include the 15 job clusters.  
Bulletin Board--Job Cluster Tree of the month or two months. (15 job clusters)  
The students could then prepare a written or oral report on "If I Were in the \_\_\_\_\_ Industry, I Would Want To Be A \_\_\_\_\_". The students would be comparing the nature of the job to their concept of themselves as workers.
4. Study from the Job Cluster Tree the possibilities and processes of shifting from one job speciality to another or "Working up" in your job area. A newspaper reporter may become an editor. Are there some jobs with more advancement possibilities than others. Are there reasons for not wishing to "work up?" What are some of the kinds of prerequisites for such moves?

Ditto sheets of Job Tree  
Magazines for pictures

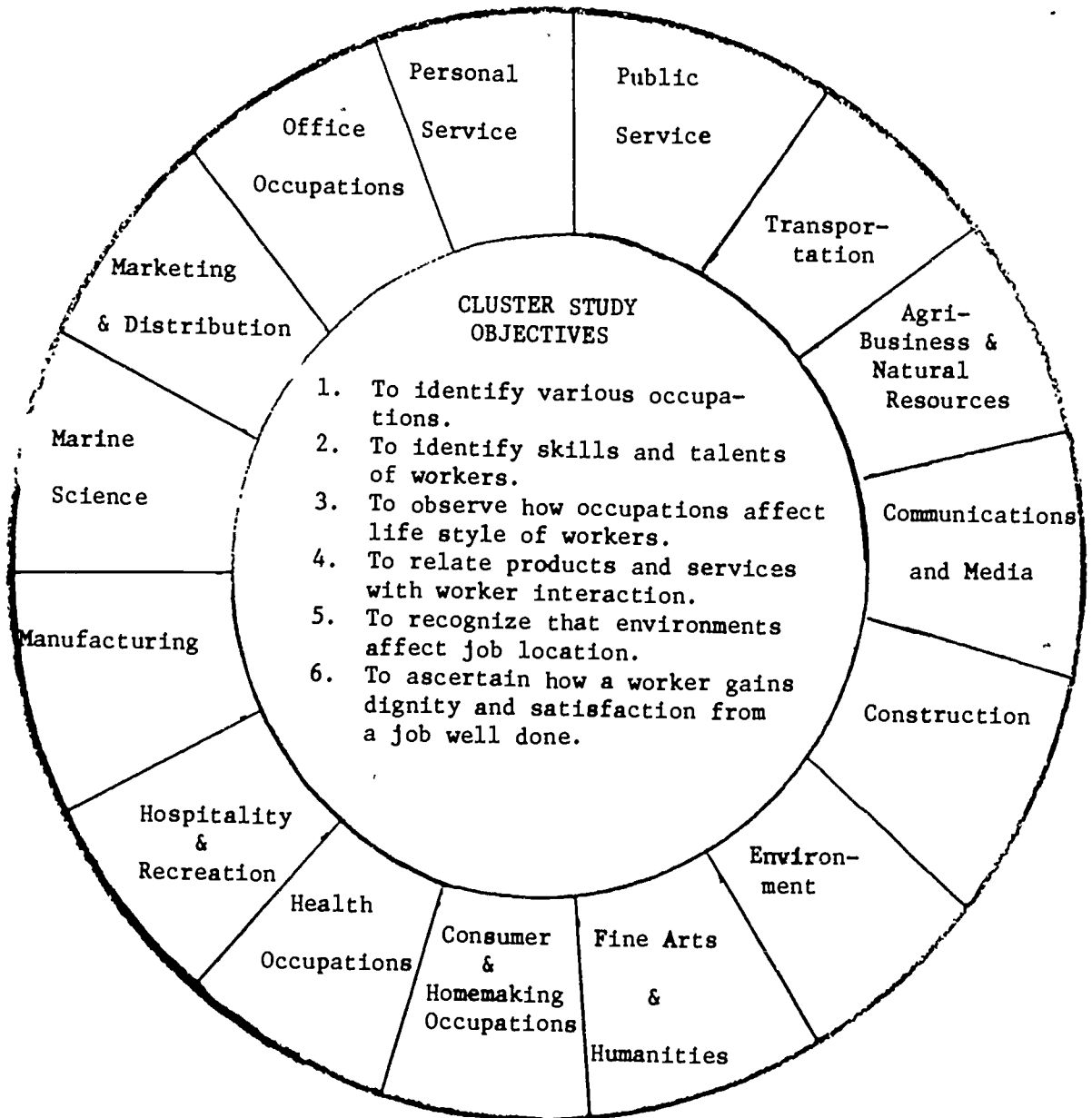
15 Job Clusters--  
Personal Services - Careers which supply specific services that are purchased or obtained to fulfill a particular need or desire of a person.  
Health Services - Careers related to the determination of health problems  
Construction - Careers related to building which create a product  
Manufacturing  
Transportation  
Agri-Business & Natural Resources, Public Service Environment  
Hospitality & Recreation  
Fine Arts & Humanities  
Communications & Media  
Marketing & Distribution  
Marine Science  
Business Office  
Consumer & Homemaking  
Education

To expose the student and class to a large number of workers. Also make them aware of the many occupations in different work areas or what is involved or job opportunities in areas. Also make them aware to appreciate the insignificant or unappreciated jobs.

# My Family Job Tree



## JOB CLUSTERS



OBJECTIVE: To create experience related to life goals and careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies - Awareness of Careers

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p><u>Career of the Week</u></p> <ol style="list-style-type: none"> <li>At least once a week during social studies, devote a period of time to discussion about a designated career for that week.</li> <li>Class members may bring in related pictures or any information related to that career. A bulletin board design should be made each week pertaining to the career.</li> <li>Further research about the career should be encouraged.</li> <li>It would be helpful to post a list for the year of careers that would be explored so that students and teachers could save any materials they might find corresponding to a certain career. The students should be asked for careers they would like to learn about during the year.</li> <li>The teacher could ask for volunteers or make assignments so that each student would make at least one report to be presented to the class about a career.</li> <li>Resource people in the community could be invited to speak to the class when they could be obtained for a certain career. Field trips could be taken at times to places dealing with the career of the week.</li> </ol>	<p>Bulletin board Newspapers Magazines Encyclopedias, etc. Resource people in the community</p>	<p>Students would get an opportunity to become acquainted with many careers in a broad manner on a regular basis. By discussing some career at least once a week, students would be much more career conscious.</p>



OBJECTIVE: To learn the importance of work in becoming a worthwhile citizen.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Have students make a notebook on various occupations in the community using pictures and short reports.</li> <li>2. Have students find out:               <ol style="list-style-type: none"> <li>1. What kind of work their mother does.</li> <li>2. What kind of work their father does.</li> <li>3. What skills are needed for mother's and father's jobs.</li> </ol> </li> </ol>	<p>Magazines, newspapers, paper</p> <p>Popeye series, King Features, <u>Career Awareness Program</u></p>	<p>Students will have a better understanding of occupations as they related them to him.</p>

OBJECTIVE: To explore careers in the student's own community.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
List the jobs that you think are important in your community.		List the jobs that you think are important in your community.

OBJECTIVE: To learn the importance of responsibility and dignity of work.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies - Community Jobs

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>Brain Stormer</p> <ol style="list-style-type: none"><li>1. Have students draw from a box the name of an occupation. (Teacher prepares box with slips of paper on which is the name of an occupation.)</li><li>2. Student will tell all he can about that particular occupation and give a report either oral or written to the class.</li></ol>	<p>Slips of paper Shoe box</p>	<p>The students will identify various occupations and understand how each is beneficial to him.</p>

OBJECTIVE: To learn the language of different occupations.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Social Studies

### CAREER RELATED ACTIVITIES

Have a group discussion which should include career possibilities and terminology. After discussion, divide students into groups with a "secretary" for each group. Give them a specific topic for their group for each session.

1. What are some of the many occupations?  
Each group make a list of as many occupational names as possible. Post the completed lists on the bulletin board.  
Ask them to find out about more jobs to be added to their lists. Ask students to gather information from newspapers, magazines, etc., for their group to use the next session.
2. Have groups cut out as many pictures of workers as they can find in old magazines and newspapers.  
Place some on bulletin board and compile others plus original drawings into a career collage. (This could be done as a group or individually.)
3. What do certain job holders do? Have students use the dictionary to look up different job names--veterinarian, machinist, pediatrician, chemist, special agent, plus ones on their lists--and have them write the definition of each job. A game could be made with the results of this session.

### RESOURCES

Newspapers, magazines  
Dictionaries  
Large paper for collage  
Resource people from community  
World Book  
Reference books

### EVALUATION/OUTCOME

Students will be aware of wide variety of jobs.  
Students will be aware of different activities of different job holders.  
Students will be aware of different training and educational requirements for different jobs.  
Students will realize feelings of different workers in different jobs.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>Some questions could be:            Which worker works with metal?            Who works with chemicals?            Who helps on an airplane?            Who helps a sick turtle?            Students could make question cards for the game.</p>	<p>4. Put jobholders in categories of goods and services. Talk about differences. Discuss parents' jobs and whether they deal in goods or services. List examples of workers who deal in both goods and services.</p>	<p>5. What are some specific characteristics of certain jobs? Explore some particular characteristics of different jobs. Develop a characteristic table.</p>
<p>6. What training is needed for certain jobs? Make a class checklist. Put jobs into the class has been exploring in one column. Across the top, write the headings: elementary school, high school, on-the-job training, college. Help students put a check mark in the appropriate heading. Discuss reasons for differences and why jobs require special education.</p>	<p>7. What do workers say about their jobs? Students arrange interviews with parents, friends, relatives, etc., in various jobs and report results of interviews to class. Invite parents, etc., of different jobs to come to the classroom if possible.</p>	

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# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

8. Which jobs do I like? Are there any jobs I don't like?  
Students should have enough information to make some personal judgment of some jobs.
9. Use information gathered and develop a dictionary of careers and a booklet of careers for the class to use as a resource. Students could also develop games to be used with the information they've gathered.

OBJECTIVE: To be aware that many different jobs are necessary for a finished product. Regardless of your job, it is necessary to do your best.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies: (Career Awareness)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Resource persons--workers in specific jobs who would explain or demonstrate their work.</li> <li>2. List ten possible jobs utilizing the physical attributes, ten jobs utilizing intellectual attributes. Make a chart comparing those choices listed above and try to identify five that seem to cluster around your attributes or abilities.</li> <li>3. Discuss unusual occupations.</li> <li>4. Discuss concept that geographical location sometimes determines the types of jobs found there as correlates with social studies.</li> <li>5. Make an illustrated book report to be displayed "Different Worlds and Cultures."</li> <li>6. Given a list of twenty careers arrange in alphabetical order.</li> <li>7. Draw names of occupations from a container containing a wide variety of occupations. The child then goes to a map and shows where this job could be performed. He must also explain why this area in particular.</li> </ol>		Develop the concept that some people produce goods; some people produce services.

OBJECTIVE: To develop awareness of the dignity of work.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Social Studies (Career Awareness)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Conduct a survey asking for reasons why people work.</li> <li>2. Survey and graph results/answers to above questions. "Why are you working?" (i.e., 35 people say money, 16 say like to . . .)</li> <li>3. "Why do people work?" Filmstrips</li> <li>4. Students work in small groups to rank the order of job titles according to amount of training required. Compare the groups.</li> <li>5. Role play a skit that depicts several workers.</li> <li>6. Invite a school maintenance worker, secretary or other school personnel to explain their jobs and the worth of their jobs.</li> <li>7. Discussion or essay, "Do you think work is important?" "Why or why not?" "Are all or only some kinds of work important?" Explain: "Is work necessary?" "Why or why not?" "How important is it to do your best?"</li> <li>8. Given a simulated situation, the students will role play members of two different types of careers to show how they could contribute to society.</li> </ol>		<p>Student will become aware of the dignity of all work as well as the necessity.</p>



OBJECTIVE: To illustrate the interdependency of careers.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Social Studies (Career Awareness)

# CAREER RELATED ACTIVITIES

## EVALUATION/OUTCOME

## RESOURCES

1. Students participate in newspaper unit--include workers involved from gathering news, printing to delivery on the doorstep.

2. Role play a skit that depicts several workers discussing what they like about their job. Assigning work roles to the children in relation to their interests. Have the children explain to the other children why their work is important and how other workers depend on them.

3. Work task--Assembly line vs. handmade airplanes. Set up two groups of volunteers (rest of class can be observer). One group builds folded airplanes individually by hand. The other group sets up an assembly line in which each child folds only a part of one airplane. Discuss the merit of assembly line and hand work; the quality, individuality and how students felt while doing their tasks.

4. Trace the development of an invention. Explain how inventions create jobs and help society.

5. Watch sport activity and discuss team cooperation involved in all sports.

6. Discuss common situations involving breakdown of cooperation between students and their friends.

7. Make bulletin board depicting a career and show how other career are related. Use job clusters.

Student will become aware of the interdependency of all work.

OBJECTIVE: To become aware of community job opportunities

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Social Studies - Language Arts

# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

1. Talk about occupations that directly influence your home and family. Make a list of these people--mailman, electrician, gas man, telephone repairman, grocer, milkman, veterinarian, etc. Each student could select one occupation to give a report concerning the requirements and duties. This could be done by a committee or individually.
2. Make a map of the area showing the location of shops, offices, etc., of these occupations and people available for these services. Each committee could make a small map and put them together. Use the information which has been gathered to develop a game. One suggestion is: Make a game board with a spinner. Divide a circle into equal parts and place a number in each section. Students will prepare cards containing statements about occupations and businesses involved in the previous research and reports. The cards will have a number on the reverse side to correspond to the number on the game board. Divide into teams. A team or individual scores a point when the member can do what the card asks him to do.

Example:

Name the business concern that makes bread.  
Where do you have prescriptions filled?

Resource people from the community

Students will be more aware of "neighborhood helpers" and the requirements for their jobs, their duties and responsibilities. They will also be more familiar with the area and occupations and services available.

OBJECTIVE: To teach different occupations in a community.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Career Awareness

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Make up questions for a quiz show on occupations. (A list of words identifies a job. What is the job?)</li> <li>2. Read through the "Yellow Pages" to seek out the many different types of jobs available in the community.</li> <li>3. Group of students will display, on a bulletin board, pictures depicting the workers in a selected career.</li> <li>4. Each child will interview a working family member to find out their occupation title, the activities performed, and training required. Reports and comparisons will be made in the classroom.</li> <li>5. The class will construct a notebook depicting the various jobs of the persons interviewed.</li> <li>6. Analyze your community and state for occupations for physically handicapped individuals. Attempt to affect change in order to meet needs.</li> <li>7. Identify community and state career roles and physical and psychological requirements for those roles.               <ol style="list-style-type: none"> <li>a. List requirements and through interviews, relate ideas to actual physical and psychological limits.</li> <li>b. Place students in the role of a handicapped individual.</li> </ol> </li> </ol>	<p>Book, <u>About People Who Run Your City</u>, Melmont Pub.; Inc. 1963</p>	<p>The students become aware of the jobs available in the community.</p> <p>Through reports the students will gain information about various occupations.</p> <p>The students will become aware of the limitations of the handicapped persons in relation to occupations.</p>

OBJECTIVE: To learn the dignity in farm occupations.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Farming)

### CAREER RELATED ACTIVITIES

### EVALUATION/OUTCOME

### RESOURCES

1. "What Do We Plant" and other related poems can be found in TIME FOR POETRY by Arnothnot.

2. Class discussions centered around occupations related to farming, meat processing, grocery stores, workers in grain elevators, farm machinery salesmen and many others.

3. Play guessing games about farming.

4. Discuss how grocery prices are dependent on many factors including the fact that a bad year for the farmer may make food prices higher.

5. Posters on steps in occupations involved in processing one food. Example: Corn from grain planted to corn flake or from the pig on the farm to the ham on the table at dinner.

6. Build a model of a farm using boxes for buildings and miniature animals and farm machinery.

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Co.

Come to Work With Us

The students will be able to orally choose one type of farm and as a class follow through with its product as it travels from farm to consumer, emphasizing the occupations and persons involved in the process.

OBJECTIVE: To learn the part a carpenter plays in our careers in every day life.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Build buildings out of clay or wood. Home Schools Store for grocery store in math unit	Wooden pieces or clay. Builder kits from library Have a carpenter visit	The student will learn the jobs of the carpenter and his values in society.

OBJECTIVE: To develop an understanding of community and national affairs through news media.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"><li>1. The students will listen to news on various radio stations.</li><li>2. Invite a disc jockey to speak to the class about his job as a newsmen.</li><li>3. A field trip to a local radio station to see how news is actually obtained.</li><li>4. The student will make up a news article.</li></ol>	<p>Radio</p> <p>Disc Jockey</p>	<p>Through listening to news-casts, the student is aware of community and national affairs.</p> <p>The student is able to realize many other career opportunities through the news media.</p>

OBJECTIVE: For child to be aware of careers in sports areas.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Social Studies (Professional Sports)

# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

1. Show the filmstrip about sports.

GV "Careers in Baseball"  
867, D38  
GV "Careers in Football"  
950.7, E39  
GV "Careers in Hockey"  
846.25, .R39

2. Discuss with the children some of the traits and qualities necessary for a career in the sports field. Discuss the occupations of those who are not involved in the actual playing such as: referees, managers, umpires, owners, etc.

3. The children could make reports on prominent people in the sports field.

Encyclopedias and other reference books.

4. Read books related to the sports field.

Suggested titles:

The Missing Mitt, Chandler  
How Basketball Began,  
Henderson  
Bats and Balls, Lord

5. Ask the children to view a professional football, basketball, or baseball game on TV. Discuss team cooperation involved in all sports. Discuss the importance of cooperation in all occupations.

6. Read a story about Roger Bannister.

Childcraft, Vol. XII,  
"The Four-Minute Mile,"  
on pp. 44-49.

7. Read about signals in sports and sports settings.

Childcraft, Vol XI,  
pp. 100-101, 230-231.

OBJECTIVE: To be aware of careers in textile industry.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Social Studies (Textile and Garment Industry)

# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

1. Have students draw designs for clothes. Make certain they consider the materials to be used for each garment. Fashions change with the time. Have students research some interesting fashions in clothes.
2. Assign a group to collect information about modern clothes designers. How much formal education they have, what fashion houses they work for and what salaries they make.
3. Do a weaving project. Make a mural with figures that can be dressed. Students make and glue clothing to figures. Use scraps of many kinds of materials.

Books: The Hundred Dresses, Estes  
Cotton in My Sack, Lenski  
Using Miracle Fabrics,  
Ellsworth

The child will demonstrate orally a knowledge of two occupations involved with clothes designing.

List 2 reasons that clothes designing is a necessary career.



OBJECTIVE: To stress the idea of clothing as an occupation.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Social Studies

# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

1. Class discussion on clothing.  
Make some clothing chains to show process from growth to finished product such as grass, sheep, wool, shearing, fleece made into yarn, weaving, dyeing, sewing, finished product, store and home weaving.
2. View film depicting assembly line production.  
List and discuss ways child can do something at home on a small scale similar to large factories--weaving.  
Role play steps a pioneer followed in making cloth--shearing sheep, washing wool, combing and twisting wool into yard on a spinning wheel and weaving cloth on big loom--cloth cut and sewed--prepare a sequence activity involving these steps point out that early people wore animal skins.

Various types of fabrics  
Resource people from your community  
Films depicting assembly line production

The student shall be able to contrast the making of clothing today with that of pioneer time.  
  
The student shall be able to discuss how division of labor helps get a job done faster and better at home, at school, and in the neighborhood.

OBJECTIVE: To learn different aspects of the teaching field.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Social Studies (School related occupations,

CAREER RELATED ACTIVITIES

EVALUATION/OUTCOME

RESOURCES

<p>1. Use any of the stories listed under the reading textbook in which a school classroom is the setting to initiate discussion about the teaching profession.</p>	<p>Reading textbooks listed under specific area of the curriculum.</p>	
<p>2. To initiate discussion of the teaching profession, use the notes in the teacher's edition concerning seasonal occupations.</p>	<p>Exploring Regions Near and Far, Teacher's Edition, p. 12</p>	
<p>3. Use reference books to find information about the teaching profession. Any encyclopedia would be a good source. One is listed.</p>	<p>World Book Encyclopedia, Vol. T, No. 18, pp. 55-58</p>	
<p>4. Discuss some of the qualities necessary for one to be a good teacher. The qualities discussed could include intelligence, patience, understanding, etc.</p>		
<p>5. Give the students who show an interest in the teaching profession an opportunity to plan, study and teach a lesson for the class. Videotape the children teaching the lesson and show the class.</p>	<p>Videotape equipment Contact the supervisor of the videotape equipment.</p>	
<p>6. Discuss some of the areas within the teaching profession. A partial list could include: elementary teacher supervisor secondary teacher special teachers principal superintendent</p>		
<p>7. Play the game "My Job Is Important." Let a child choose one occupation and give clues to the occupation by relating the important aspects of that particular job.</p>		

**OBJECTIVE:** To develop awareness of how current occupations may change and especially during their lifetime they may have to change occupations.

**GRADE LEVEL OR SUBJECT** Three and Four      **AREA OR UNIT OF STUDY** Social Studies **(How occupations change)**

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>Write individual stories about what each child thinks he would be doing if he lived in:</p> <ul style="list-style-type: none"> <li>colonial times</li> <li>westward movement</li> <li>Civil War times</li> <li>era of the 1940's</li> <li>present time</li> <li>future--20 years or year 2000</li> </ul>	<p>Filmstrip--"Life in Colonial Times" etc.</p>	<p>Student will have a better understanding of jobs of others in other times.</p>

OBJECTIVE: To develop awareness of what individual qualities mass production requires.

GRADE LEVEL OR SUBJECT    Three and Four    AREA OR UNIT OF STUDY    Social Studies (Awareness of Careers attached to finished product)

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

Take a manufactured article. Trace the process involved in the finished product from the raw material. Make a poster to show all the people involved to get finished product to you.  
Example: piece of jewelry, corn flakes, car, chair

Magazines  
Newspapers

Students will have a better understanding of the jobs involved in mass production.

OBJECTIVE: To provide experiences that relate to life goals and occupations.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Social Studies (Law Enforcement)

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

1. Take fingerprints of students. Compare and identify types of fingerprints.
2. Invite a law officer to visit the classroom. He will take fingerprints of the children and also discuss his job.

ink pads, paper, alcohol

Resource person  
Police Department  
Sheriff's Department

OBJECTIVE: To be aware that all occupations have disadvantages as well as advantages.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (On-the-job training trip to a local business such as Mattinglys, Grants, Woolworths or other)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>1. This activity was actually done by a fifth grade class in Phoenix, Arizona. You may have read about it in the March 1973 issue of <u>Teacher</u> magazine.</p>		
<p>2. Careful and detailed planning with students, store manager, and parents are necessary.</p>		<p>Through class discussion, the students will demonstrate their knowledge of the different careers involved in a retail business.</p>
<p>3. From store manager to salesperson to maintenance manager, they filled every position and got on-the-job training in every department. The store manager was asked to make a list of 28 job titles, one for each member of the class. He started with his job and listed on down. This list was included in a letter to the parents, asking them to help their child make a job selection. If too many students want top jobs, you will have to make assignments that everybody agrees is fair.</p>		<p>Students will write three advantages and three disadvantages to the job they performed at the store.</p>
<p>4. When the class arrived at the store, the manager introduced each child to the person whose job he was to do, and that person showed him the ropes. The students did everything their jobs entailed. They used all the store equipment-PA system, phones, etc., wore store name tags. They sold, marked prices, took orders, served lunch and took coffee breaks. Back at school the children talked about what they liked and disliked about the jobs they had and about how important education is in getting and keeping a job.</p>		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>5. The students had worked only two hours, but the experience was invaluable to all concerned. The store employees were surprised and pleased about how much help 10 year olds can be.</p> <p>6. Be sure to arrange for local TV or newspaper coverage, the store will love it, the students and parents will be thrilled.</p>		

OBJECTIVE: To stress the importance of following directions.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Following Directions)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"><li>1. Discuss some of a class's favorite occupations. For example, discuss the problems we would have if airline pilots did not follow directions.</li><li>2. Pro-sports people must learn to listen and follow instructions exactly.</li></ol>		<p>The student will become more aware of following directions.</p>



OBJECTIVE: To be aware that certain careers depend upon geographical location.

GRADE LEVEL OR SUBJECT      Three and Four      AREA OR UNIT OF STUDY      Social Studies

### CAREER RELATED ACTIVITIES

### RESOURCES

### EVALUATION/OUTCOME

1. Through research, compare occupations in different countries relating to resources and occupations. i.e., mining, logging
2. Trace the development of an invention in the plastic industry, communication, transportation, recreation. Explain how specific inventions created or eliminated jobs and helped society.
3. Occupations and duties performed can be studied by use of such games as: What's My Line, Password, Charades, College Bowl, and Occupational Bee.
4. Have student make a list of five jobs he sees or has seen at home, at school, at a shopping center or stores, on vacation or weekend trips, at entertainment or recreational areas. After study of a foreign country, the students can compare lists as they would apply to another country. Duties performed can be included in class discussion.
5. Research Project: If you were a farmer, a commercial jet pilot, a commercial fisherman, a coal miner, a government worker, an oil field worker. Would you be able to use your occupation in the following countries: Bolivia, Venezuela, Argentina, France, Japan. Would the duties performed by the same as here in the U.S.?

To develop the concept that geographical location helps determine kinds of work found therein.

Individuals live in a particular area due to the nature of their work.

OBJECTIVE: To develop awareness of the world around him and his part in it.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Social Studies

### CAREER RELATED ACTIVITIES

EVALUATION/OUTCOME	RESOURCES	CAREER RELATED ACTIVITIES
The student through self-expression reveals his interests.		1. Have each child write a paragraph about what he thinks he would like to do when he is grown up.
		2. Each student will list activities that can be work or leisure and name an occupation that would consider that activity work and an occupation that would consider that activity leisure.
Students will become aware of careers that these people pursued to fame.		3. Study and discussion of famous Missourians: George Washington Carver, Eugene Field, Mark Twain, James Buchanan, George Caleb Bingham, John J. Pershing, Charles A. Lindberg, Harry S. Truman, Thomas Hart Benton, Omar Bradley, Bess Truman, Edna McGuire, Carri Nation, Rhoda Wooldridge, Marilyn Maye, etc.
	Write the Missouri Tourism Commission for information	4. Study and discuss "Recreation in Missouri" Discuss the many varied job opportunities available in a recreation area.
	Filmstrip--"Living in America Today" "The Middle West" Society for Visual Education, Inc.	5. Study and discuss Missouri as a farming state. Point out the many vocations afforded in this area.
		6. Role playing--Allow pupils to interview a prospective employee for a summer job at the Lake of the Ozarks.
The students will become aware of the qualities required of a person in the recreational field.		7. Tell two ways jobs in Missouri have changed in the last fifty years.

OBJECTIVE: To learn accepted behavior in everyday society.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Human Values

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

1. Read story to children titled "I Can't Help It"  
Discuss words: suggestion, stammered, and pretend. Discuss story and relate to one's own self.
2. Have each child write a paragraph about a person who helped them improve themselves in some way.
3. Let each child find something about themselves they wish to improve. Suggest helpful ways to improve. Make routine check and encouragement to see improvement is made.
4. Write a paragraph on what an ideal friend should be.
5. Use Duso Kit characters and have children dramatize helpfulness from own experience or of other experience.

"About Values" Steck-Vaughn Company, Austin, Texas (Teacher's Ed.)

"The World of Mankind" Follett

"Ways to Settle Disputes" (film) Chicago, Coronet Films

Duso

Children realize since no one is perfect, everyone needs to try to improve themselves in some way.

When a person cares about another, he probably will wish to help that person improve.

By choosing the right words, we can be helpful to those who are trying to improve.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Begin discussion by helping members of the group develop self-awareness. How people are different.</li> <li>2. Help children understand the differences between value objects and values as standards of behavior.</li> <li>3. Have a Trade Fair of objects which children have brought. After trade, discuss why their decision.</li> <li>4. Discuss why trouble arises when someone cheats.</li> <li>5. How honesty and dependability is valuable to career.</li> <li>6. Each child lists values and their importance to themselves.</li> <li>7. The importances of values to a happy and successful career.</li> </ol>	<p>"The World of Mankind" Follett</p> <p>"Most Important Person," 16mm, Encyclopedia Britannica</p> <p>"Free To Be You &amp; Me" McGraw-Hill</p>	<p>Student's ability to overcome unfairness and dishonesty.</p> <p>For children to understand values and the influence they have on their life as to dependability, etc. in developing a successful and happy life and career.</p>

OBJECTIVE: Developing awareness of occupations in local government.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>Discuss our city and county governments.               <ol style="list-style-type: none"> <li>different jobs</li> <li>what they do</li> <li>problems they might have</li> </ol> </li> <li>Invite mayor in to speak to class with questioning period.</li> <li>Field trip to county court house and county jail.</li> <li>Students plan an election--               <ol style="list-style-type: none"> <li>select candidates</li> <li>campaign</li> <li>election</li> </ol> </li> </ol>	<p>Books: <u>How Rules and Laws Help Us</u>, <u>How Our Government Helps Us</u>, <u>Basic Understanding Series</u>, Benefic Press</p> <p>Local newspapers</p> <p>Radio or TV news reports</p>	<p>The student shall have experiences that relate to life goals and occupations.</p> <p>The student shall further develop understanding of self as an individual in relation to home, school and society.</p>

OBJECTIVE: To help each youngster explore an interest area.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Recreation & Hobbies)

CAREER RELATED ACTIVITIES

EVALUATION/OUTCOME

RESOURCES

1. Divide children into work groups based on their interests. Have them search through magazines and newspapers to find illustrations of jobs in their interest areas.
2. Discuss with the children activities they engage in for fun.
3. Make a hobby bulletin board. Draw pictures of hobbies or use pictures from magazines.

Children draw pictures and write assignments to express their feelings and attitudes about what makes a job interesting or fun.

What Could I Be? "What Do You Like To Do Most?" SRA- 1960, Lifton, Walter M.

OBJECTIVE: To develop awareness of relationship of hobbies and future job opportunities.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Recreation & Hobbies)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Bring hobbies to school and share them with the class.</li> <li>2. Have people of various vocations visit the classroom.</li> <li>3. The children may look through the dictionary on occupations and make a list of jobs they are interested in and some of the skills required.</li> <li>4. Use resource material from "I Want To Be" Tree.</li> <li>5. Have children do research on the hobby of their choice and share the information with the class.</li> </ol>	<p>"I Want To Be" Tree</p>	<p>To help children understand why people learn different jobs.          To help children become aware of the different aspects of various jobs.          To help children see that hobbies sometimes develop into life time vocations.</p>

OBJECTIVE: To learn about himself in relation to his culture through understanding and experiencing roles

GRADE LEVEL OR SUBJECT Three

AREA OR UNIT OF STUDY Social Studies (Recreation & Hobbies)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Draw pictures of what child and family like to do in free time.</li> <li>2. Draw a picture of their particular job performed at home.</li> <li>3. The thing I least like to do as a home responsibility.</li> <li>4. The home responsibility I will do when I grow bigger.</li> <li>5. Show pictures of other families experiencing leisure time.</li> <li>6. Show pictures of children helping in different capacities for ideas only.</li> </ol>	<p>Drawing paper, yarn, liquid pencils. Make into booklets.</p> <p>Filmstrips: "Getting Along at Home" "Who Helps Us Live at Our House" "Some Fathers are Builders" "Just What Do Mothers Do?" "What Else Do Fathers Do?"</p> <p>Songs, "Oh, Mama, Hurry" "Lazy Mary" "Rockabye Baby" "Tell Me Your Name" "Please" "Polly Put the Kettle On"</p> <p>Poems and fingerplays</p>	



OBJECTIVE: To help a child feel a pride in his heritage and that his parents are acceptable whatever their work.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Music)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Help children associate jobs they know with new nicknames for these jobs.</li> <li>2. Invite parents into class to talk about their jobs. Take field trips to their parents' work.</li> <li>3. Learn about jobs held by family friends.</li> <li>4. Obtain copies of the <u>Dictionary of Occupational Titles</u>.</li> <li>5. Learn songs "I've Been Working on the Railroad" and "Candy Dancers' Ball."</li> </ol>	<p>Lifton, Walter M., What Could I Be?, SRA, 1960</p> <p><u>"What Is the Job's Name?"</u></p>	<p>Do you know what these words mean?</p> <p>saw bones straw boss frog man leatherneck gandy dancer candy butcher cop crooner sand hog pearl diver grease monkey</p>

OBJECTIVE: To teach language development from smoke signals to present day.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Social Studies (Communication)

### CAREER RELATED ACTIVITIES

### RESOURCES

### EVALUATION/OUTCOME

1. Draw a mural showing the growth and inventions from the first language symbol to the space satellite.
2. Make a time line of the development of communication. Smoke signals to television.
3. View filmstrips
  - "The Newspaper Reporter" 610-3
  - "The Broadcast Technician" 610-2
  - "The Telephone Installers" 610-1
  - "Advertising Worker" 4502
  - "Electronic Computer Operator" 4547
  - "Telephone Operator" 4550
  - "Radio-TV Repairman" 4580
  - "Motion Picture Projectionist" 4585
  - "Telegrapher" 4593
  - "Telephone Craftsman" 4594
  - "Lineman Cable Splicer" 4596
  - "Postal Clerk" 4599

World Book or other reference book

Society for Visual Ed. Inc., Exploring Careers

ESP, Inc.  
American Occupations

Children will become aware of the development of communication. Children will develop a capacity for working together.

Children will develop ability to use reference books.

To make children aware of job function and education and skills and experience needed.

OBJECTIVE: To teach the importance of knowing how to read maps and how map reading is important in a career.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Social Studies (Map Reading)

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

- |   |            |                                   |                |              |  |                        |  |  |              |  |  |                                   |   |  |
|---|------------|-----------------------------------|----------------|--------------|--|------------------------|--|--|--------------|--|--|-----------------------------------|---|--|
| <ol style="list-style-type: none"> <li>1. Teacher explain map of the U.S.<br/>Teacher explain map symbols and how to read map.<br/>Direction on the map. Read map scale. Identify where live in U.S.</li> <li>2. Have children identify 7 states of U.S.</li> <li>3. Have a paper block. Write names of states on block. Toss to different students and have them locate state on map.</li> <li>4. Follow highways that run from town to town, learn to read sign and scale for distance.</li> <li>5. Children to assembly puzzle maps of the U.S.</li> <li>6. Have a "map bee" where children:             <ol style="list-style-type: none"> <li>a. Place words north, south, east and west showing their knowledge of directions of the map.</li> <li>b. Locate mountains, railroad, etc., from knowledge of key symbols.</li> </ol> </li> <li>7. Children check newspaper for maps and display on bulletin board. Explain value of the map.</li> <li>8. Make map of states--two ways.             <table border="0"> <tr> <td>1 cup salt</td> <td>OK</td> <td>2 cups sawdust</td> </tr> <tr> <td>2 cups flour</td> <td></td> <td>1 cup plaster of paris</td> </tr> <tr> <td></td> <td></td> <td>2 cups water</td> </tr> <tr> <td></td> <td></td> <td><math>\frac{1}{2}</math> cup wallpaper paste</td> </tr> </table> </li> </ol> | 1 cup salt | OK                                | 2 cups sawdust | 2 cups flour |  | 1 cup plaster of paris |  |  | 2 cups water |  |  | $\frac{1}{2}$ cup wallpaper paste | <p>Map of the U.S.</p><br><p>Maps of state of Missouri and other states</p><br><p>Book of knowledge</p> | <p>Be able to read and follow routes on maps as needed for travel with career may demand.</p><br><p>To know the geographic areas of the U.S. for knowledge of natural resources etc., which careers could well demand.</p> |
| 1 cup salt  | OK         | 2 cups sawdust                    |                |              |  |                        |  |  |              |  |  |                                   |   |  |
| 2 cups flour  |            | 1 cup plaster of paris            |                |              |  |                        |  |  |              |  |  |                                   |   |  |
|   |            | 2 cups water                      |                |              |  |                        |  |  |              |  |  |                                   |   |  |
|   |            | $\frac{1}{2}$ cup wallpaper paste |                |              |  |                        |  |  |              |  |  |                                   |   |  |

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>9. In the unit on the U. S. after learning the states, have several out-of-state maps and let the children plan a trip through them. Their trip should contain some tourist attractions and many industrial cities.</p> <p>10. Plan this in groups of 6 and have a chairman for each "state" group. The children make reports to class on their trip.</p> <p>11. Additional activities on individual states.</p> <p>12. Experiences from other countries compared to those in the U.S.</p>	<p>Different state maps (8)</p> <p>Parents of community patrons who have visited other countries coming to share their experience.</p>	<p>Children shall be able to identify the different states and learn some geographic features and major cities. From this they should be aware of how each city's surroundin affect the industry of the city.</p> <p>Better community relations Better understanding of other countries and their workers</p>

OBJECTIVE: To learn how weather factors influence careers in the work of people around the world.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Social Studies (Weather)

### CAREER RELATED ACTIVITIES

1. Effect of climate on different areas. People affected:  
 Clothing stores  
 Tourist trade  
 Trucking  
 Fuel used for heating or cooling  
 Crops grown  
 Effect on occupations
2. Discuss farming in different climatic zones.
3. Study the different climatic areas of world.

### RESOURCES

Social Studies text  
 Filmstrip: "Weather and Climate" Popular Science Pub. Co., New York

Have area farmer tell how much his operations depend on weather.  
 Books: There's Adventure in Meteorology by Neil P. Ruzic, Popular Mechanics Press, Chicago  
What Happens at a Weather Station? State Fair Community College, Sedalia Missouri

### EVALUATION/OUTCOME

Make children aware of our dependence on weather conditions.



## MISSOURI UNIT

### NOTE TO THE TEACHER

This unit is composed of lesson plans pertaining to the state of Missouri. The plans which have been developed are not designed to be used in place of your usual plans but in conjunction with the material you ordinarily teach.

Time and other factors have limited the scope of this unit. It is not designed as a complete program in Missouri history. Rather, the plans should serve as examples of things you can do. It is your option to use as many or as few of these as suit your purposes.

You, the classroom teacher, can make this unit complete. In the extra space, write in as many other activities and resources as you think of. Develop your own plans and units and share your ideas with others.

# OCCUPATIONS RELATED TO GEOGRAPHICAL LOCATIONS

STATE	CAPITAL	PRODUCTS AND INDUSTRY	LIST A COUPLE OF OCCUPATIONS APPLICABLE TO EACH STATE'S INDUSTRY
ALABAMA	MONTGOMERY	lumbering, iron, steel, livestock, tobacco	
ALASKA	JUNEAU	fish, mining, timber	
ARIZONA	PHOENIX	gold, silver, copper, garden crops, cotton, citrus fruits	
ARKANSAS	LITTLE ROCK	petroleum, lumber, rice, cattle, cotton	
CALIFORNIA	SACRAMENTO	citrus fruits, fish, cotton, lumber, shipping	
COLORADO	DENVER	garden crops, gold, silver, sugar beets, orchards	
CONNECTICUT	HARTFORD	brass articles, clocks, hats, hardware, ship and airplane building	
DELAWARE	DOVER	apples, tomatoes, poultry, dynamite chemical products	
FLORIDA	TALLAHASSEE	oranges, tobacco, lumber, garden crops, canning	
GEORGIA	ATLANTA	peaches, marble, cotton goods, peanuts, lumber	
IDAHO	BOISE	apples, potatoes, wheat, sheep, dairies, minerals, lumber	
ILLINOIS	SPRINGFIELD	corn, steel, meat, soybeans, printing	
INDIANA	INDIANAPOLIS	steel, automobiles, limestone, farming, hogs	
IOWA	DES MOINES	corn, hay, dairy pro- ducts, hogs, popcorn, breakfast cereal	
KANSAS	TOPEKA	wheat, salt, flour, petroleum and livestock	
KENTUCKY	FRANKFORT	hay, tobacco, corn, coal, horse breeding	
LOUISIANA	BATON ROUGE	rice, cotton, minerals, lumber, sugar cane, chemicals	

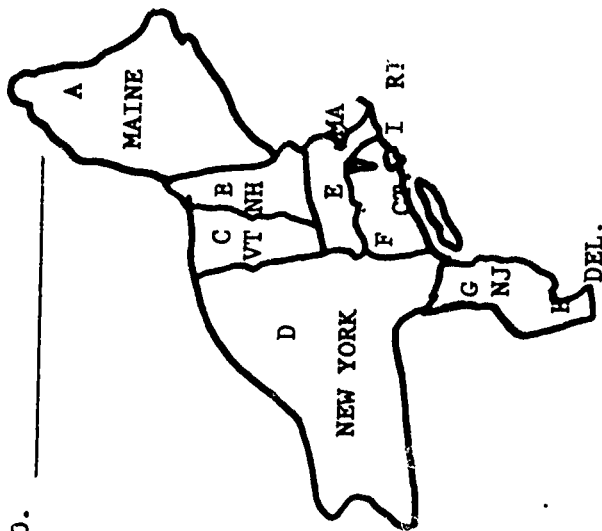


STATE	CAPITAL	PRODUCTS AND INDUSTRY	LIST A COUPLE OF OCCUPATIONS APPLICABLE TO EACH STATE'S INDUSTRY
MAINE	AUGUSTA	potatoes, fishing, paper, textiles, ship building	
MARYLAND	ANNAPOLIS	steel, tobacco, clothing, fishing, fruits and vegetables	
MASSACHUSETTS	BOSTON	fish, shoes, dairies cotton, goods, machinery	
MICHIGAN	LANSING	automobiles, cereal, lumber, furniture fruits	
MINNESOTA	ST. PAUL	corn, flour, oats, dairies, iron	
MISSISSIPPI	JACKSON	cotton, lumber, oil, garden crops, fish	
MISSOURI	JEFFERSON CITY	lead, meat, shoes, soybeans, cotton	
MONTANA	HELENA	lead, copper, oil, poultry, wheat	
NEBRASKA	LINCOLN	wheat, meat packing, cattle, pigs, corn	
NEVADA	CARSON CITY	copper, silver, gold, sheep, garden crops	
NEW HAMPSHIRE	CONCORD	dairies, granite, textiles, lumber, hay	
NEW JERSEY	TRENTON	silk goods, chemicals, poultry, gasoline, vegetables	
NEW MEXICO	SANTA FE	wheat, copper, cotton, sheep, cattle	
NEW YORK	ALBANY	clothing, books, dairy products, manufacturing	
NORTH CAROLINA	RALEIGH	tobacco, peanuts, lumber, cotton goods, textile mills	
NORTH DAKOTA	BISMARCK	wheat, dairy products, livestock, rye	
OHIO	COLUMBUS	rubber, clay products, dairy products, machinery	
OKLAHOMA	OKLAHOMA CITY	petroleum, cattle, cotton, wheat, corn	
OREGON	SALEM	orchards, lumber, fish, flour, berries	
PENNSYLVANIA	HARRISBURG	electric machinery, coal, steel, textiles, ship building	

STATE	CAPITAL	PRODUCTS AND INDUSTRY	LIST A COUPLE OF OCCUPATIONS APPLICABLE TO EACH STATE'S INDUSTRY
RHODE ISLAND	PROVIDENCE	silk and cotton goods, garden crops, tools, silverware, machinery	
SOUTH CAROLINA	COLUMBIA	tobacco, corn, hogs, cotton goods, peanuts	
SOUTH DAKOTA	PIERRE	gold, corn, wheat, pigs, meat packing	
TENNESSEE	NASHVILLE	livestock, tobacco, zinc, marble, cotton, chemicals, aluminum	
TEXAS	AUSTIN	sheep, cattle, sorghum, petroleum, cotton	
UTAH	SALT LAKE CITY	copper, lead, coal, uranium, garden crops	
VERMONT	MONTPELIER	maple sugar, paper, marble, slate, dairies, woolen mills	
VIRGINIA	RICHMOND	peanuts, tobacco, coal, ship building, poultry, chemicals	
WASHINGTON	OLYMPIA	wheat, apples, fish, lumber, dairies, air- craft building	
WEST VIRGINIA	CHARLESTON	coal, apples, glass, lumber, chemicals	
WISCONSIN	MADISON	paper, machinery, dairy products, breweries	
WYOMING	CHEYENNE	sheep, sugar beets, petroleum, wheat, cattle, coal	
HAWAII	HONOLULU	sugar, pineapples, cattle, fishing, coffee	

Name each state

- A. \_\_\_\_\_ B. \_\_\_\_\_ C. \_\_\_\_\_ D. \_\_\_\_\_  
 E. \_\_\_\_\_ F. \_\_\_\_\_ G. \_\_\_\_\_  
 H. \_\_\_\_\_ I. \_\_\_\_\_



Listed below are some of the industries of the Eastern Coast. Can you name at least one job that would need workers as a result of this specific industry? Refer to definitions in this section. **EXAMPLE:** Citrus Fruits - fruit pickers

- |                                   |  |
|-----------------------------------|--|
| 1. Dairies _____                  | 7. Building stone quarries _____                 |
| 2. Shipping _____                 | 8. Manufacture of electrical equipment _____     |
| 3. Precision tool factories _____ | 9. Paper products plants _____                   |
| 4. Airplane construction _____    | 10. Lumber industries _____                      |
| 5. Ship building _____            | 11. Cotton growing _____                         |
| 6. Jewelry making _____           | 12. Manufacture of leather goods and shoes _____ |

Name each state

- A. \_\_\_\_\_  
 B. \_\_\_\_\_  
 C. \_\_\_\_\_  
 D. \_\_\_\_\_  
 E. \_\_\_\_\_  
 F. \_\_\_\_\_  
 G. \_\_\_\_\_

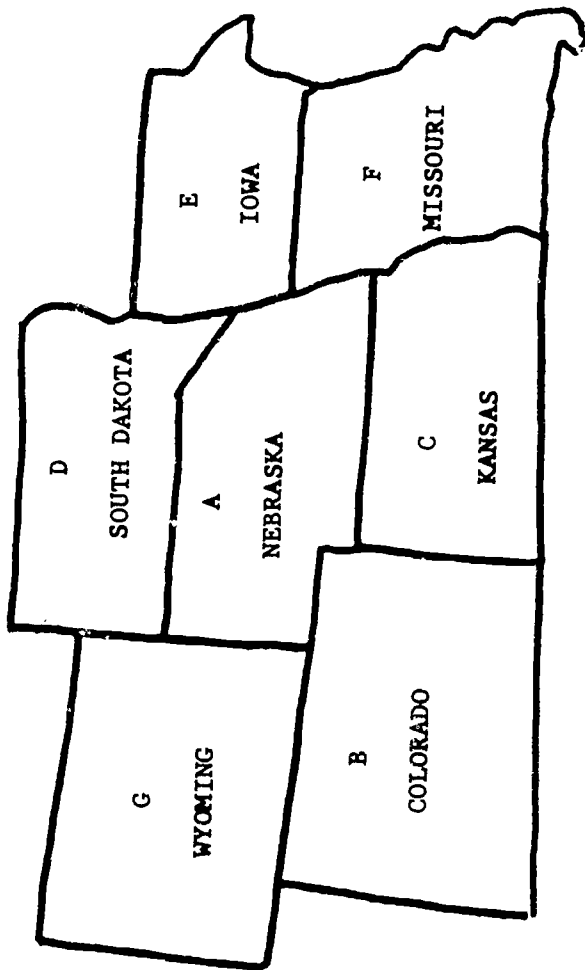
Which five of the following workers would be most apt to find work in these states? Underline your answer.

auto mechanic      farm worker  
 tobacco grower    meat packer  
 peanut harvester   oil driller  
 miner                salmon fisherman  
 lumberjack          ship builder

Which of these seven states might hire workers for growing cotton? \_\_\_\_\_

Which of these seven states would be most apt to hire people to work in orchards? \_\_\_\_\_

Which state would need more workers for factories making popcorn and breakfast cereal? \_\_\_\_\_



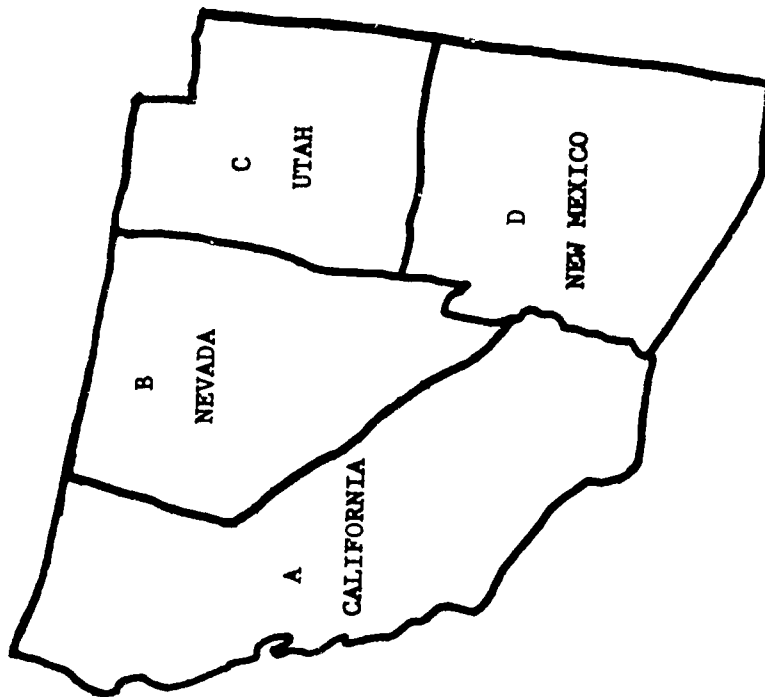
Name each state

- A. \_\_\_\_\_  
 B. \_\_\_\_\_  
 C. \_\_\_\_\_  
 D. \_\_\_\_\_

For each state, name a worker who would be common there, but rather uncommon in Missouri.

- A. \_\_\_\_\_  
 B. \_\_\_\_\_  
 C. \_\_\_\_\_  
 D. \_\_\_\_\_

Can you name a job which would be common in Missouri but not too common in any of these other states? \_\_\_\_\_



Name six jobs you would find in all five of the states outlined on this page.

1. \_\_\_\_\_ 3. \_\_\_\_\_ 5. \_\_\_\_\_  
 2. \_\_\_\_\_ 4. \_\_\_\_\_ 6. \_\_\_\_\_

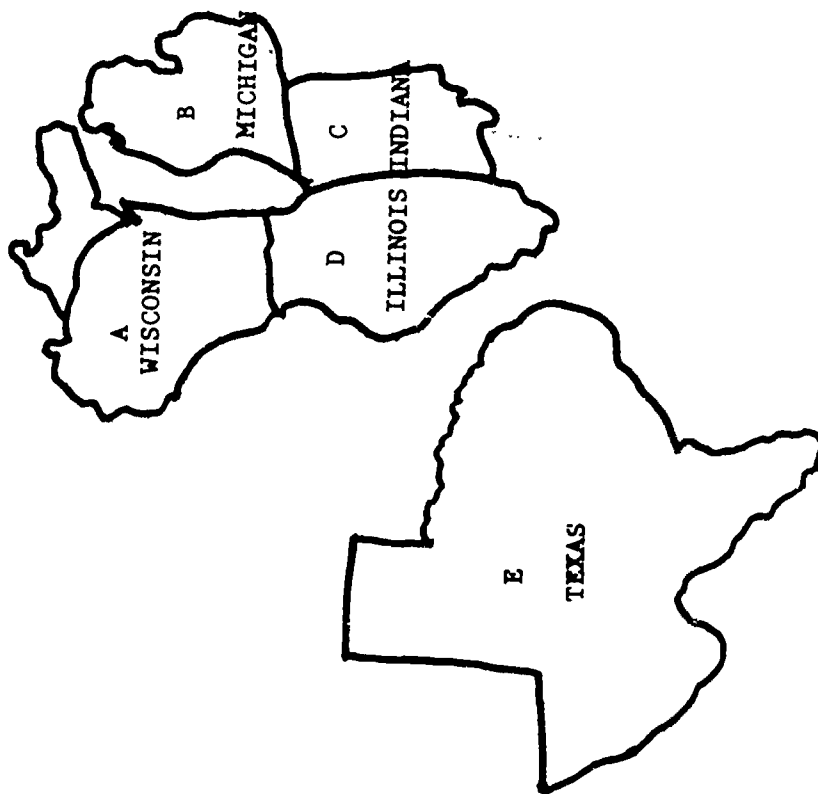
Name each state

- A. \_\_\_\_\_ B. \_\_\_\_\_  
C. \_\_\_\_\_ D. \_\_\_\_\_  
E. \_\_\_\_\_

Identify each of the five states by their industrial character. Write in the appropriate state after each description.

1. Minerals, cotton, sorghum, rice, cattle, sheep, citrus fruits, textiles, petroleum \_\_\_\_\_
2. Dairies, breweries, cheese factories, shipping, paper mills \_\_\_\_\_
3. Fresh water fisheries, breakfast food plants, auto factories, furniture \_\_\_\_\_
4. Soybeans, meat packing, printing plants, grain, steel, coal \_\_\_\_\_
5. Grain, fruit, tobacco, coal, farm machinery products, auto and airplane parts manufacturing, limestone \_\_\_\_\_

Discuss how the jobs available in these states differ from the jobs available in Missouri.



Name each state

- A. \_\_\_\_\_  
 B. \_\_\_\_\_  
 C. \_\_\_\_\_  
 D. \_\_\_\_\_

In the following people were looking for a job. Which state should they go to? Circle one state for each worker.

- |                      |         |
|----------------------|---------|
| 1. Lumberjack        | A B C D |
| 2. Wheat farmer      | A B C D |
| 3. Fisherman         | A B C D |
| 4. Rancher (cattle)  | A B C D |
| 5. Rancher (sheep)   | A B C D |
| 6. Meat packer       | A B C D |
| 7. Aircraft designer | A B C D |
| 8. Coal miner        | A B C D |
| 9. Fruit picker      | A B C D |
| 10. Potato farmer    | A B C D |
| 11. Truck farmer     | A B C D |
| 12. Shipyard worker  | A B C D |

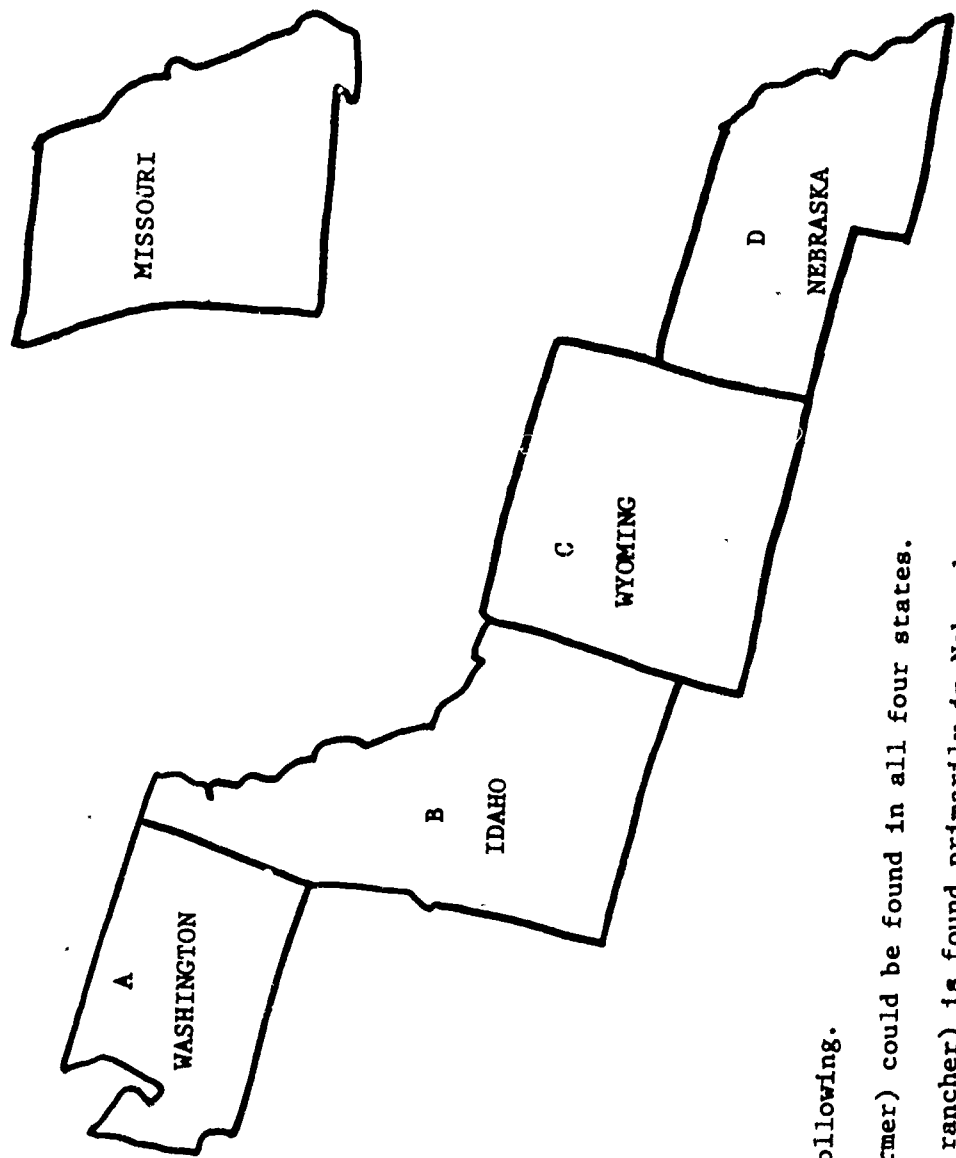
Underline the correct answer to the following.

The (lumberjack, coal miner, wheat farmer) could be found in all four states.

The (fruit picker, meat packer, sheep rancher) is found primarily in Nebraska.

The climate in Nebraska is not right for the (aircraft designer, wheat farmer, fruit picker).

Washington is the only state with facilities for the (lumberjack, fisherman, wheat farmer).



Name each state

- A. \_\_\_\_\_  
B. \_\_\_\_\_  
C. \_\_\_\_\_  
D. \_\_\_\_\_  
E. \_\_\_\_\_  
F. \_\_\_\_\_

Which three states would provide the most jobs for people in the cotton industry?

\_\_\_\_\_

Which state would need the most workers to help with the tourist trade?

\_\_\_\_\_

Which four states would have the most jobs for workers in the lumber industry?

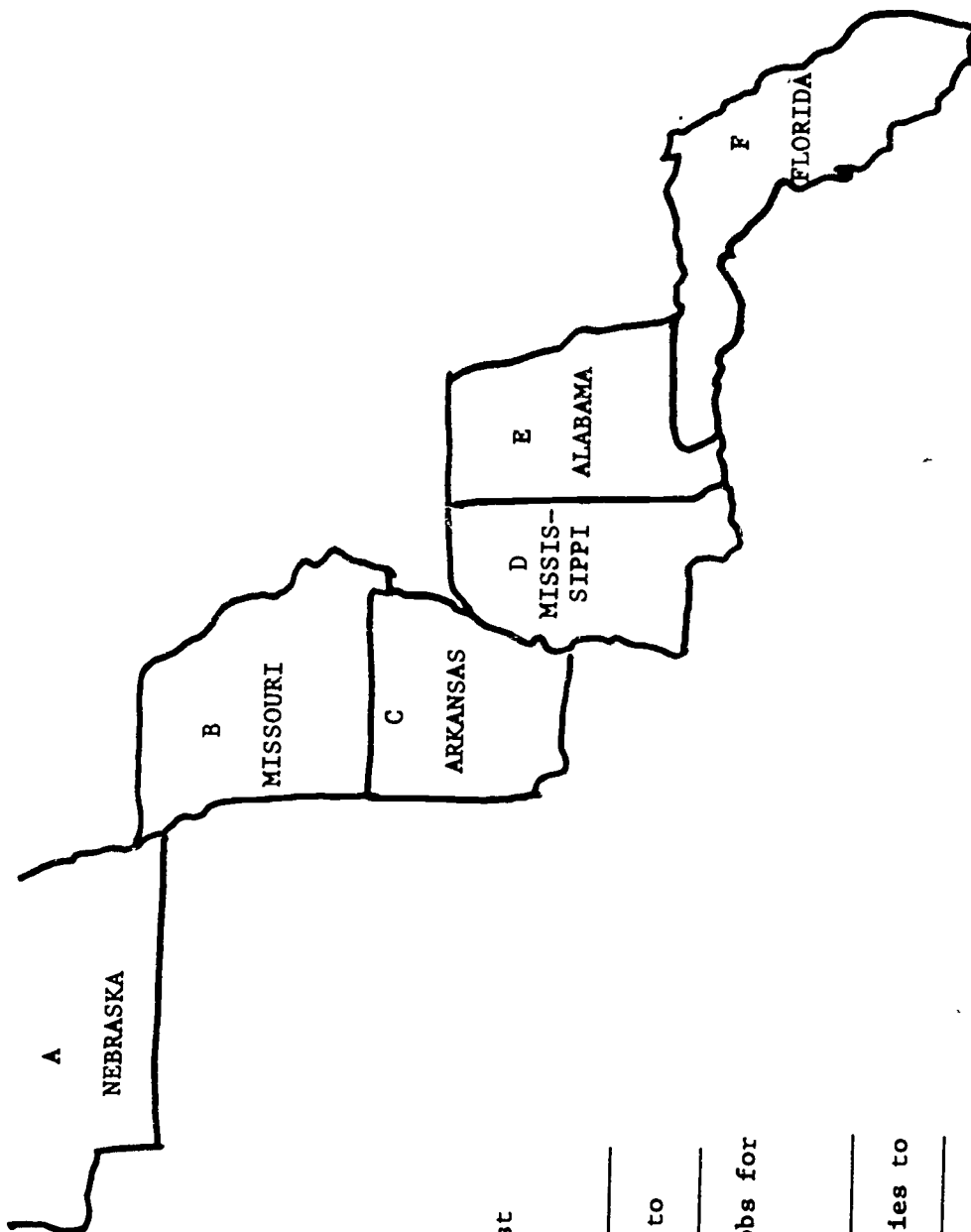
\_\_\_\_\_

Which state would need workers in factories to can and freeze citrus fruits?

\_\_\_\_\_

Can you list five workers from the other states who would not be common in Missouri?

\_\_\_\_\_





## STUDY QUESTIONS

1. Who were the original inhabitants of our county?
2. Do their descendants still live in the county?
3. If your answer is no, where do the descendants live now?
4. Did the original inhabitants occupy a particular area in our country?
5. What did the original people eat?
6. What did the people use for shelter?
7. What evidence of their having lived in our county still remains?
8. What trails or routes that were established are still followed today?
9. What means of transportation did they use?
10. What things did they have that no longer exist?
11. Name one or more of the original inhabitants and tell what you know about them.

## REPORTS ON MISSOURI

Write short reports on:

- |                                 |                    |
|---------------------------------|--------------------|
| a. De Soto                      | f. Jim Bridger     |
| b. La Salle                     | g. Lewis and Clark |
| c. Joliet and Marquette         | h. Kit Carson      |
| d. Auguste and Francis Chouteau | i. Sacajawea       |
| e. Daniel Boone                 |                    |

Find and label pictures of things the Indians used. (May be drawn)

Copy Indian poem

Write about the mineral "lead." Tell where it is found in Missouri and what uses are made of it.

Draw pictures showing the French type log cabin and the American log cabin.

Write a report on the beaver and the white tailed deer.

Draw a scene showing the beaver and his activities.

Pretend you are a pioneer. Write a letter to someone telling them what you have been doing.

Pretend you are a Pony Express Rider. Write a story of your ride from St. Joseph to your relief station and any events that happened along the way.

Write about "salt." Tell where it is found in Missouri, where it is found elsewhere in the U.S. and how it is used. How did Saline County get its name?

## CHAPTER II

Write a report on the city of St. Louis

- Tell about its early days and how it is today.
- Tell about famous people who came from St. Louis.
- Find pictures of places in St. Louis and/or the famous people.

Write a report on New Madrid, MO and the earthquake.

## MISSOURI IDEAS

1. Missouri famous people (children dress up as characters, study up on, questioned, age, life, activities)
2. Mark Twain--other important Missourians (ghosts) Screen down, microphone behind, show pictures, ghost tells information, may question ghost.
3. Daniel Boone, puppet. Children interview.
4. Kit Carson, creative, be Carson's horse.
5. Mark Twain, children read Tom Sawyer, dress like him. Try to interest people in reading book.
6. Diahormas or floats
7. Truman, mount pictures of library
8. Lindberg, creative writing, interview Lindberg after flight, draw "Spirit of St. Louis."
9. Eugene Field, Choral reading--"The Duel." Draw pictures of calico cat, gingham dog.
10. George W. Carver--chart uses of peanut
11. Read: Ann Claire Dorky, Skip Come a Lou  
Rhoda Woolridge, Hannah's Brave Year  
Hannah's House  
That's Away Joshuway  
Jim, The Wooden Dog

Copy the Morse Code. Write a short message using the code.

Write a report on Jefferson City. Tell about the capital building.

Write a short summary of what the following towns are noted for.

- |                   |                |                      |
|-------------------|----------------|----------------------|
| a. Ste. Genevieve | f. St. Charles | k. Springfield       |
| b. Hannibal       | g. Kansas City | l. Excelsior Springs |
| c. Sedalia        | h. Joplin      | m. Carthage          |
| d. Kirksville     | i. St. Joseph  | n. Boonville         |
| e. Columbia       | j. Camdenton   | o. Cape Girardeau    |

Write a report on "How I can be a good citizen of Missouri, my country, and my home."

## STUDY QUESTIONS

1. A constitution is a set of rules which grants us certain rights and helps to guide our leaders in making laws for running our government. Does your state have a constitution?
  2. When was it adopted?
  3. In each state, there is a building known as the State Capital. In this building, the lawmaking body of the state meets and many state offices are located there. Has your capital always been in the same city?
  4. Name the other cities and the dates that were the capital of the state.
  5. Draw a picture of your State Capital or paste a small picture of it below
- 
6. Describe the building and some details about it. When was it constructed? Of what is it made? Does it house all the state officers?
- Give the name of your state representative and state senator from your district

1. What is the motto of your state?
2. What is your state song?
3. What is your state flower?
4. What is your state bird?
5. What is your state tree?
6. What is your state's popular name or nickname?
7. Draw pictures of your state flower, bird, and tree.

1. Describe your state flag.
2. Draw your flag and label the colors or color the flag.
3. Describe the two sides of your state seal. What words are on it? What do they mean? In what language is it written?

## "Missouri--A Living Portrait"

In production for more than a year, "Missouri--A Living Portrait," the full color and sound, 16mm film, which runs twenty-seven minutes and thirty-five seconds and is 993' long, points up the recreational, cultural and historical aspects of the "Show-Me" state. An informative prologue by Missouri's famous painter, Thomas Hart Benton, sets the stage for the rapidly paced movie.

Table Rock, Bull Shoals and many of the newer recreational areas of Missouri were visited by the cameramen, in addition to the well established resort regions. All sports activities, including fishing, hunting, boating, swimming, golfing and many others, were depicted. Historical shrines, centers of culture and education, beautiful city parks, art museums and zoological gardens came in for a share.

Mainly, though, the film conveys in delightful color an appreciation of Missouri's unequalled natural beauty. Among the many scenes, the viewer is transported into the Big Springs area for a trip in a jon boat down sparkling Current River, guides take him through some of the many interesting caverns and the rugged Ozark terrain is seen transformed into a fairyland of brilliant fall colors.

Prints of the new motion picture will be circulated throughout the United States and to foreign countries, for the purpose of displaying Missouri's outstanding recreational advantages. Industrial establishments, civic groups and service organizations may book the movie for free showing by writing the Missouri Tourism Commission, 308 E. High Street, P.O. Box 1055, Jefferson City, MO 65101.



## "Something for Everybody"

"Something for Everybody" is a ten-minute, 16mm, color, sound, motion picture, displaying the scenic and recreational attributes of the state of Missouri. Covering the spring, summer and fall seasons, the movie takes the viewer through the colorful Ozark recreational areas where all sports activities can be indulged. Boating, fishing, swimming, horseback riding, and camping are featured. Also, interspersed, are trips to historical and cultural centers of the state.

Sequences are shown of the famous Forest Park "Chimp Show" and other animal acts staged free at the St. Louis Zoo. Mark Twain's boyhood home and museum, at Hannibal, are visited, along with trips into some of Missouri's many scenic caverns. Considerable footage is devoted to the beautiful flowers and fall colors to be found in the "Show-Me" state.

The film was made by the Calvin Company of Kansas City, MO, for the State of Missouri, Division of Commerce and Industrial, Development, Jefferson City, MO.

## FILM LOAN SERVICE

The Conservation Department maintains a library of motion pictures available to conservation organizations, schools, service clubs and other groups. There is no rental charge to exhibitors within Missouri. Films cannot be supplied for out-of-state showings.

Films are booked on a first-come, first-serve basis. ORDER FILMS AT LEAST FOUR WEEKS IN ADVANCE OF YOUR SHOWING DATE--giving first, second and third choice of title or show date. When ordering, specify exact date film is to be used, type of meeting and group sponsoring show. A request for a series of seasonal showings must be sent to us several months in advance of earliest showing date.

All films must be returned promptly after showing by "Special Handling" parcel post. Borrowers who do not return films promptly will be placed on a restricted list for future film borrowing. When films are past due from a borrower--no more films may be loaned, even though previously booked. Mark film parcel "Library Materials" to take advantage of special postal rate.

CAUTION: A 16mm sound print can be projected only in 16mm sound projectors. To avoid scratching or marking the film do not tighten or cinch film on reel when rewinding. Please rewind film and return on the department's reel. Damage to films through projection errors or careless handling is chargeable to the exhibitor.

### 16mm SOUND FILMS Color--unless marked B & W

A 20-YEAR LOOK-----20 min.

This color film, made entirely in Missouri, is a tale of a native Missourian who returns to his boyhood home in the hills after a 20-year absence. He visits old friends and neighbors and finds that a great many of them are hard at work improving their farms and woodlands and generally making the Ozarks a finer place to live. It is a story of fire prevention and woodland management told in terms of people. (MCC & USFS)

BETTER POND FISHING-----20 min.

Good fishing--a result of proper pond management--is graphically shown in this film. The film compares fishing results in a cattle-tramped, vegetation-choked, silted pond with those in a multi-purpose pond. Also shown are the "tools"--pole, fly fishing and bait casting--for harvesting the annual crop of these aquatic pastures. General interest--instructive to pond owners and interesting to fishermen.

BOBWHITE THROUGH THE YEAR-----48 min.

The central theme of this famed film is quail's dependence upon man's use of the land; the role of food, cover, weather, predation including hunting and all other ecological factors beginning with spring nesting season and following the birds through summer, fall, winter and back to spring. (MCC)

BIRDS OF THE COUNTRYSIDE-----12 min.

The indigo bunting, eastern kingbird, marsh hawk, sparrow hawk, night hawk, mourning dove, meadowlark, and killdeer--birds which make their homes in the country--are seen in their nesting places. The markings and plumage of the birds, what they eat, and how they care for their young are observed. Emphasis is placed upon the value of these birds to man. (EBF)

COMMON ANIMALS OF THE WOODS (B & W)-----12 min.

A classroom film showing some of the habits of the squirrel, rabbit, raccoon, porcupine, otter, mink, beaver, opossum, skunk and groundhog--all of which are found in Missouri except the porcupine. (Enc. Britt. Film)

COMMUNITY LAKE-----27 min.

Tells the story of a special kind of lake--a community lake, developed in partnership between the Conservation Commission and the citizens of a community. The movie shows how a community lake starts with the interest of local people in having such a recreation center nearby and how the department and the community each carry out their functions as established under the Community Lake Program to make the dream a reality. This film not only explains a unique program that has brought high quality sport to many neighborhood back doors, but is highly informative and entertaining. (MCC)

CONSERVATION OF NATURAL RESOURCES (B & W)-----12 min.

Shows results of waste and the effects of wind and water erosion. Attention is focused on aesthetic and recreational values. (EBF)

COTTONTAIL-----53 min.

Depicts the rabbit as a link in nature's chain of life, a creature preyed upon by almost every meat-eater, including man and his pets. The camera follows a rabbit family through the seasons; resulting in one of the greatest studies in ecology ever made. Rabbits are portrayed in company with other creatures inhabiting the same range, from man to mouse. (MCC)

FAMILY LIFE OF BIRDS-----20 min.

Brings to life in sound and color all the highlights of the bird family life, from spring courtship to winter living. Representative species are treated in detail to show differences in courtship, nest building, nest locations, hatching and care of young, special adaptations to the bird's way of life and happenings to the family unit after the young are grown.

GOLDEN SECRET, THE-----7 min.

This picture takes conservation to the fairy story audience. It is a cartoon movie, but not animated; each scene runs from a few seconds to a half minute. The art work is excellent. It is a fairy story about the golden topsoil being washed away and what the son of the king's chief huntsman did to stop it. (USDA)

HEADWATERS-----28 min.

The upper reaches of streams are wonderful parts of our world. But they are delicate and vulnerable environments, often assaulted--unknowingly--by man in his use of the land. This film introduces the viewer to the "citizens" of this unique world, featuring the small mouth bass, and shows how these creatures live and die, in a small headwaters community.

HERITAGE WE GUARD, A (B & W)-----30 min.

A film dealing with the close relationship between soil and wildlife. Outstanding wildlife photography. (USDA)

JUNIOR RAINDROP-----7 min.

Animated cartoon of a raindrop's visit to earth. Shows need for good watershed management practices. Showing the contrast of good and bad watershed management. Adults or school children. (USDA)

LAND OF THE PRAIRIE DUCKS-----25 min.

Shows the nesting grounds which produce Mississippi Flyway ducks and explains how drainage, subsidized by federal government funds, is destroying much more duck production habitat than is being replaced. (Minn. Found., Inc.)

LITTLE SMOKEY-----12 min.

A documentary of SMOKEY, the forest fire prevention bear, narrated by Hopalong Cassidy. A little brown bear cub, found clinging to a charred tree with burned paws, becomes famous as SMOKEY THE BEAR. His career is followed with enthusiasm by the school children of America--from his burned-out home in the Capitan Mountains of New Mexico to the National Zoo in Washington, DC. (USDA)

LIVING BIRD, THE-----14 min.

A biology film developing understanding of the bird as a living creature. It compares bird's metabolism with that of man, showing how birds have developed an efficient biological machine capable of flight. The senses of sight, smell, and hearing are examined and the adaptations of the bills to the types of food eaten are demonstrated. Nest building is shown and hatching of the egg is presented in closeup (Murl Dusing)

OUR SPRINGTIME WILDFLOWERS-----12 min.

This film is aimed at identification and enjoyment of the common blossoms of spring. Those pictured and explained include blooms ranging from bluers to redbud trees. A total of twenty-three flower's species are covered--all found over most of Missouri where this entire movie is made. (MCC)

OUT OF THE WOODS-----15 min.

Points up typical farm forestry problems and how one hard-pressed farmer solved them profitably, with the aid of the local forester. It also deals with improvement of a small sawmill for greater economy and efficiency. (USDA)

OZARKS FLOAT, AN-----12 min.

Float fishing on one of Missouri's famous streams. (MCC)

PLACE TO LIVE, A-----20 min.

Deals with basics of the animal world--the food, shelter and water necessary to all living creatures. The film centers on the needs of upland game and outlines simple ways to achieve these things on the farm lands that produce such favorites as quail, doves and rabbits.

PRAIRIE CHICKEN IN MISSOURI, THE-----12 min.

Because the prairie chicken is one of our vanishing native fauna, this film documents an important episode in our wildlife scene. It shows the spectacular courting activities of one of Missouri's most interesting birds, and presents their synchronized actions and sounds as they are seen and heard each spring morning on our western prairies. (MCC)

QUAIL HUNT-----10 min.

The exciting hunting scenes from the feature length BOBWHITE THROUGH THE YEAR. Especially appealing to sportsmen's groups, but with sound wildlife conservation overtones. This short feature depicts the flavor of the hunt, good dog work by both pointer and setter, autumn foliage and the why and wherefores of quail cover and food. (MCC)

SNAKES-FRIENDS AND FOES-----23 min.

A unique documentary movie on Missouri snakes, widely acclaimed for its splendid photography and direction. It depicts the poisonous snakes of the state and some of the non-poisonous species, with the narration pointing out identification features, habits and values of the reptiles. Best of its kind ever made. (MCC)

SNAPPING TURTLE, THE (B & W)-----12 min.

An instructional film reproducing the natural drama of birth, growth and struggle for existence and survival of the species. Interesting to young children also valuable for study by high school and college biology students. (ERF)

STORY OF THE MOURNING DOVE, THE-----38 min.

The story of the mourning dove is told by a biologist whose job it is to study these birds through the four seasons. Woven into this theme is the life of a mourning dove, wearing band No. 323. This bird, banded by the biologist when a squab in the nest, is subsequently retrapped a number of times. Dove No. 323 and a thousand others have contributed valuable information to our growing knowledge of this species. Dove hunting is brought in as a delightful interlude. (MCC)

SUNFISH, THE (B & W)-----12 min.

An instructional film describing the habitat, characteristics and general development of the common sunfish. Shows nest construction, laying of eggs, fertilization, hatching, and development of young against predatory hazards. (EBF)

THEN IT HAPPENED-----12 min.

Scenes from the disastrous Maine forest fire of 1947. (USDA)

THIS IS THE MALLARD-----44 min.

"This is the Mallard" follows this magnificent game bird from north to south through the seasons of the year, showing its habits and life history and the problems it faces and poses to the concerned conservationist. The film is more than the story of the mallard, for the threats to the mallard are those that threaten all creatures of our continent's wetlands. (MCC)

TO CONSERVE OUR HERITAGE-----35 min.

A general conservation film--scenic and colorful--showing how the nation's natural resources are affected by man's use and misuse of the land. (Minneapolis-Moline)

TREES TO PAPER (B & W)-----12 min.

Showing the making of paper from pulpwood. (AFPI)

TROUT FISHING AT BENNETT SPRING-----12 min.

Featuring Joe Weber, expert fisherman of St. Louis, who demonstrates trout tackle and techniques at Bennett Spring State Park. Exciting action. Excellent for sportsmen's program.

101

WAY OF LIFE, A-----27 min.  
A study of predation which deals with an essential way of living in which all creatures, including man, take part. Through the film, you will travel into the real world of nature where living and dying by predation is "A Way of Life." (MCC)

WE SHARE THIS LAND-----15 min.  
Humans share this land with many other creatures. Plants, animals and humans all share in the use of the land and therefore depend on each other.

WOLF MEDICINE-----20 min.  
A training film devoted to the coyote problem in Missouri and based upon successful trapping techniques as taught to farmers under the predator control program of the Conservation Department. While the first half of the film depicts the ranging, hunting coyote, it is not a movie for general showings. (MCC)

CONSERVING OUR WILDLIFE TODAY-----11 min.  
By cutting forests, draining swamps, replacing natural vegetation with crops and polluting air and water, we have drastically changed the amounts and kinds of wildlife an area can support. Understanding the carrying capacity of the land for wildlife will help us manage our environment to support wildlife needs more effectively. (Coronet Films)

TREES GROW THROUGH THE YEARS-----11 min.  
Trees are among the oldest and largest of living things. The story of a tree begins with great numbers of seeds. Through time-lapse photography, we see the first growth and then watch the development through the years. We see details of growth, including the changing appearance of bark and branches, and the processes of healing or decay when branches are removed from a tree. (Coronet Films)

## FILMS RELATED TO MISSOURI STUDY

Available from: Missouri Conservation Commission  
1535 Grand Avenue  
Kansas City, MO

16mm, Free rental

A 20-YEAR LOOK, 20 minutes. Color.

Story of fire prevention and woodland management in the Ozarks.

OUR SPRINGTIME WILDFLOWERS, 12 minutes. Color.

Twenty-three flower species found over Missouri, where movie was made.

AN OZARK FLOAT, 12 minutes. Color.

Float fishing on one of Missouri's famous streams.

THE PRAIRIE CHICKEN IN MISSOURI, 12 minutes. Color.

Important episode of vanishing fauna of wildlife scene.

SNAKES--FRIENDS AND FOES, 23 minutes. Color.

Documentary on Missouri snakes. Splendid photography and direction.  
Identification features, habits and values of our reptiles.

Available from: Southwestern Bell Film Library  
201 South Jefferson

St. Louis, MO ph. 534-6300 or call local SWB business office  
(no rental)

CAPITAL ADVENTURE, 45 minutes. Color.

Nine-year old boy's adventure in capital in Jefferson City--trip into  
past and to governor's office.

GOVERNOR'S MANSION: A MISSOURI HERITAGE, 27 minutes. Color.

Features Mrs. Hearnes and newscaster Max Robey. 98 year-old restored  
Governor's mansion.

JAZZO, (Music) 18 minutes. Color.

Early morning tour of St. Louis Zoo. No narration--splendid music and  
photography tell the story.

ST. LOUIS-GATEWAY TO THE WEST, 25 minutes. Color.

Colorful heritage, thriving industry, historic landmarks, promising  
future vividly portrayed.



## RESOURCE PAMPHLETS AND INFORMATION

Missouri Division of Commerce and Industrial Development  
Jefferson City, MO 65101  
"Travel Missouri Folder"

City of Raytown  
Raytown, MO 64133  
Any material on Raytown

The Chamber of Commerce of Greater Kansas City  
1030 Baltimore  
Kansas City, MO 64105  
"Beautiful Dynamic Kansas City" and any other free material

St. James Chamber of Commerce  
St. James, MO 65559  
"Meramec" and any other free material

Convention Bureau-Chamber of Commerce of Kansas City, Missouri  
1030 Baltimore  
Kansas City, MO 64105

Joplin Chamber of Commerce  
112 Fourth Street  
Joplin, MO 64801  
"George Washington Carver National Monument Pamphlets" any other free material

Mark Twain Cave  
Box 26  
Hannibal, MO 63401  
"Mark Twain Cave"

Lexington Chamber of Commerce  
Lexington, MO 64067  
"Historical Lexington"

The State Historical Society of Missouri  
Columbia, MO 65201  
"Historic Missouri" 30¢

Missouri Conservation Commission  
Jefferson City, MO 65201  
"Conservation" Free to any adult in the home.

Division of Commerce and Industrial Development  
Jefferson City, MO 65201  
"Memorable Missouri"

Missouri Geological Survey and Water Resources  
Rolla, MO 65401  
Kit of 10 rocks and study cards 35¢  
(This may be out of circulation)



## EXCELLENT MISSOURI BOOKS

- Benton Drawings, Columbia, University of Missouri Press.
- Bingham: Fighting Artist, Lew Larkin, K.C. Burton Publishing Co., Inc. 1954.
- Geography of Missouri, Robert N. Saveland, Burton Publishing Co., Inc. 1954.
- Hannah's Brave Year, Rhoda Woolridge, Bobbs Merrill.
- Hero Stories from Missouri History, A Loyd Collins and Georgia I. Collins, Burton Publishing Co., Inc. 1956.
- Journal of Lewis and Clark, Lewis and Clark Camp, Twixt and Between Boonville and Columbia, Columbia, Missouri \$1.85.
- Lithographs of Thomas Hart Benton, compiled and edited by Creekmore Fath Austin: University of Texas Press, 1969.
- Missouri, Bernadine Bailey, Albert Whitman and Co., 1959.
- Missouri Cookbook (Sesquicentennial Edition) Published by the First State Capital Restoration and Sesquicentennial Commission, North American Press, 1971.
- Missouri Geography, Walter A. Brown, Harlow Publishing Corp. 1957.
- Missouri Heritage, Lew Larkin, American Press, Inc., 1968.
- Missouri Historical Review, published quarterly by the State Historical Society of Missouri, Columbia, Missouri.
- Missouri - Its People and Its Progress, Earl A. Collins and Albert F. Elsea, Webster Publishing Co., 1948.
- New Kitchen Symphony, cookbook with still life by Thomas Hart Benton.
- 100 Years, Robert C. Jones, Central Missouri State College, 1970.
- Our Home State, Robert F. Karsch and Gertrude D. May, State Publishing Co. 1962.
- Ridge Willoughby, Cena Christopher Draper (a Warrensburg resident)
- Smokey Row (a story of Watkin's Mill) Bertha Bell Entrikin, Cameron: Egan Printing and Supply, 1963.
- That's the Way Joshuway, Rhoda Woolridge, Bobbs-Merrill.
- Where Rivers Meet, Marjorie Ann Banks and Edith S. McCall, Benefic Press, 1958.

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# GAMES & PUZZLES

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CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>1. Password Game--Have a child give clues or words which will convey the idea of occupations in the area you are working with--medicine, manufacturing, rancher, scientist, etc. The other children must guess the occupation.</p>		<p>This game will make students more aware of careers and hobbies related to water and will reinforce water safety ideas.</p>
<p>2. When talking about careers or hobbies related to the water, play a game of identifying signals used to help ships travel safely. Let one child give a description and another identify the signal described.</p>		
<p>3. What's My Line? Patterned after the TV show. Use a familiar occupation. One child will write down or tell the teacher his pretended occupation. The rest of the group or a panel of classmates will ask questions to find out what his work is.</p>		
<p>4. Occupational Alphabet Game--Make lists of careers A to Z. Pupils share lists and keep the lists and add other careers. This may also be done orally. Children take turns naming occupations in alphabetical order. Occupations should not be repeated. You could add duties of the occupation in another session. Example: A--Auctioneer, I sell things. B--Baker, I bake bread. C--Cook, I create delicious dishes.</p>		

.. CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

5. "Who Am I?"--Students make up a description of a job. Tell some important thing I do. Other students guess what worker it is.
6. Play a Game of Baseball--With the student's help, make a list of words relating to the world of work (use some specific occupation if you wish). Using the words from the word list, play a game of baseball.  
  
Divide the class into two teams. As a player comes up to "bat," give him a definition of one of the words. He must give the correct word to get a hit. The wrong word is a strike. Continue as much the same as a regular baseball game as possible.
7. Who Uses It?--Hold up objects or pictures of objects. Ask the children to name the job associated with each object.  
Example:  
toothbrush--dentist stethoscope--doctor  
menu--waitress typewriter--secretary  
letter--postman tool box--mechanic  
bread--baker book--librarian  
carton--milkman curlers--beauty operator  
whistle--policeman broom--custodian  
  
Children enjoy making "game bags" by gathering pictures and articles.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>8. Have students develop their own games and work out all details. Inexpensive and throw away materials can be used.</p> <p>The following games were made and used by fourth grade children at R-IX School, Warsaw, Missouri.</p> <p>9. Touch Down Twice--This is played with a game board with directions in the boxes as each player moves around the game board, using a spinner to tell how many spaces to move and pop lids as tokens to move. Each player is required to go completely around the board twice.</p>		
<p>10. Toss A Job--A flat game board has various jobs worth different amounts of points. Two teams and a director are needed. The first member of Team 1 throws the pop lid to try to make points for his team. The team receives the points assigned to the job where his lid lands. The lid must land and stay on the job in order to give points to his team. The first player on Team 2 then tries his luck.</p>		
<p>11. Light Up Board--With the help of the science teacher, a board was wired with a battery and light bulb. When the wires touch the brass fastener by a question about a certain career and the brass fastener by the correct answer, the light bulb lights.</p>		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>12. Whirlpool--The game board is set up in a circular pattern like a whirlpool. Each player moves by spinning the spinner. He then follows directions in the space where he stops. The spaces contain various careers and instructions related to those careers.</p> <p>13. Bankrupt--Bankrupt is patterned after Monopoly with various careers and career related instructions on the game board and the abbreviation cards and scramble cards. The player moves a bottle cap according to the spinner and follows directions given in the space. When instructed to take an abbreviation card (contains questions concerning abbreviations of some career names) or a scramble card (careers in scrambled letters) he must answer the question or follow directions given on the card.</p> <p>14. Job-a-Ling--This is a very small game with a playing field that looks like a ladder. A different career is placed in each space. Each player moves according to the number on the spinner and must describe and explain the career in that space. If he can't describe and explain that career, he must go back to the beginning and start again.</p> <p>15. Job Checkers--Checker board with dark blocks and jobs written in other blocks. Use bottle caps for checkers. When a player moves, he must give the job he is doing and the job to</p>		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>which he is moving and give an explanation of that job. If he cannot or forgets to name both jobs and explain the new one, he loses his checker. All other rules are like checkers.</p> <p>16. Career Game--Game board with blocks containing directions. Spin the spinner to know how many spaces to move. Follow the directions given in the block where you land.</p> <p>17. Job Tic-Tac-Toe--Game board with cards--one side has questions, the other side has X or O. A third person reads the question about some job on the card. The card also has the answer. If the question is answered correctly, the player chooses the space for the X or O.</p> <p>18. Fish a Job--A game board is made with "fishing holes" arranged in a circular pattern. Jobs are written on strips of paper and a different career placed on each "fishin hole." Each player moves the number of spaces according to the spinner. In order to catch the fish, he must answer the questions and explain his duties, requirements, etc. for that job. If the player "catches the fish" by explaining the job, he holds the "fish" and another is placed on that "fishing hole." If he doesn't catch the fish, the next player takes his turn. The game continues until</p>		

1-3  
1-3  
1-3



# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

all of the "fish" are caught. The winner is the player with the most "fish" in his possession.

19. Up A Ladder - Down A Chute---This was patterned after the chutes and ladders game but has various careers and instructions related to the careers on the game board. When the number on the spinner stops the player on a ladder, he may climb the ladder and progress rapidly. When he stops on a chute, he falls down the chute and must start again from that point.
20. Pick a Job---Various jobs are printed on a small strip of paper and placed in a can. (We covered a frozen juice can.) Each player, in turn, draws a strip of paper, reads the job, and tells about the job. If he can't describe and explain the job he draws, it goes back into the can and the next player "picks a job." The game continues until all of the job strips are taken. The player with the most job strips is the winner.
21. Pin the Hat on the Baker---Patterned after Pin the Tail on the Donkey, this could be made for almost any career. A big picture of a baker and several separate bakers' hats with pins complete the requirements for this game. Each player is blindfolded in his turn and attempts to put the hat in place. The player pinning his hat nearest the proper position is the winner.

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>22. A game with cards patterned after Old Maid. The students made cards with various careers on the face of the cards. Each player holds his hand with the player on the left drawing from the hand. The winner is the player with the most books when all the cards have been drawn.</p>		

#### GAMES AND PUZZLES

The games and puzzles included in this section were developed by third and fourth grade students from the project area. The purposes of the activities are to:

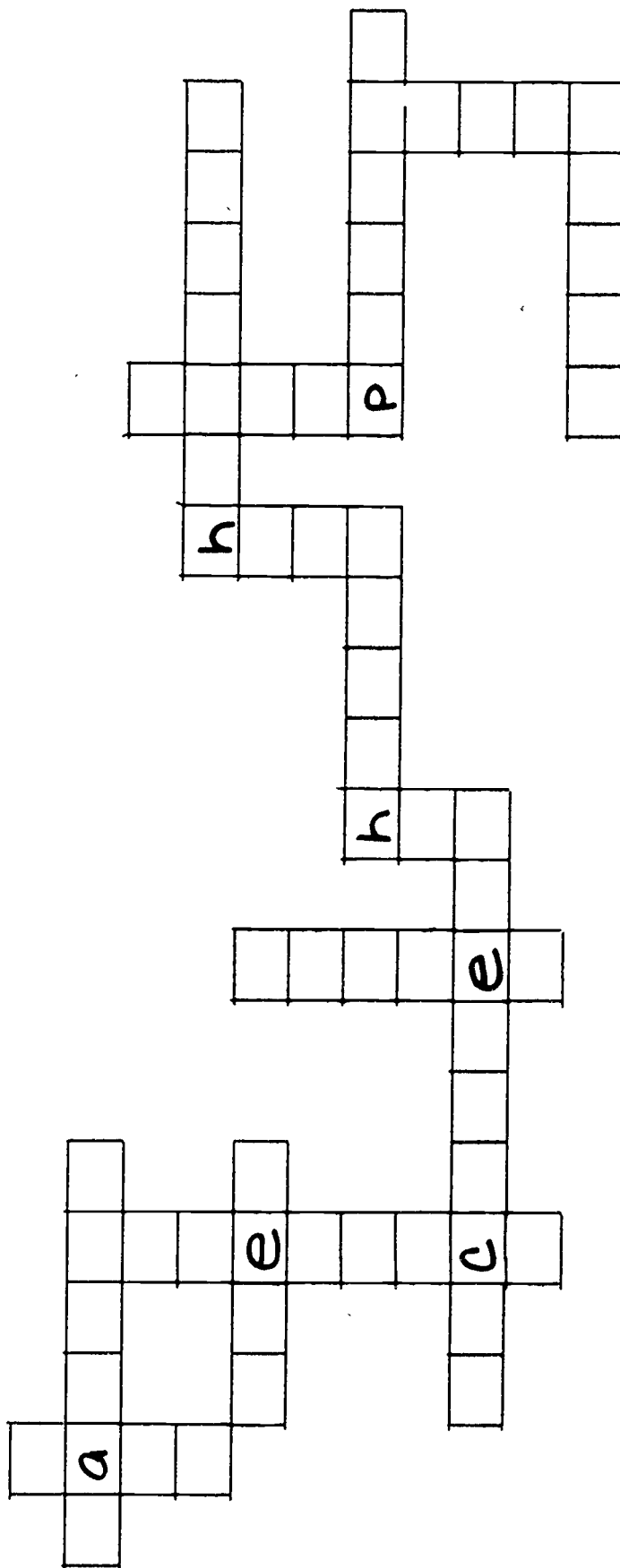
- Provide the students with occupational information.
- Provide the students with a vocabulary for the occupations included.

These games and puzzles should acquaint the students to the various occupations and hobbies included. After working several of the activities, the students may wish to develop their own games.

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Cattle	Branding iron	Meat	Feed lot
Horses	Feed bunk	Weather	
Hay	Pasture	Home	
Chores	Calves	Range	
Wean	Barn	Taxes	

# FARMER



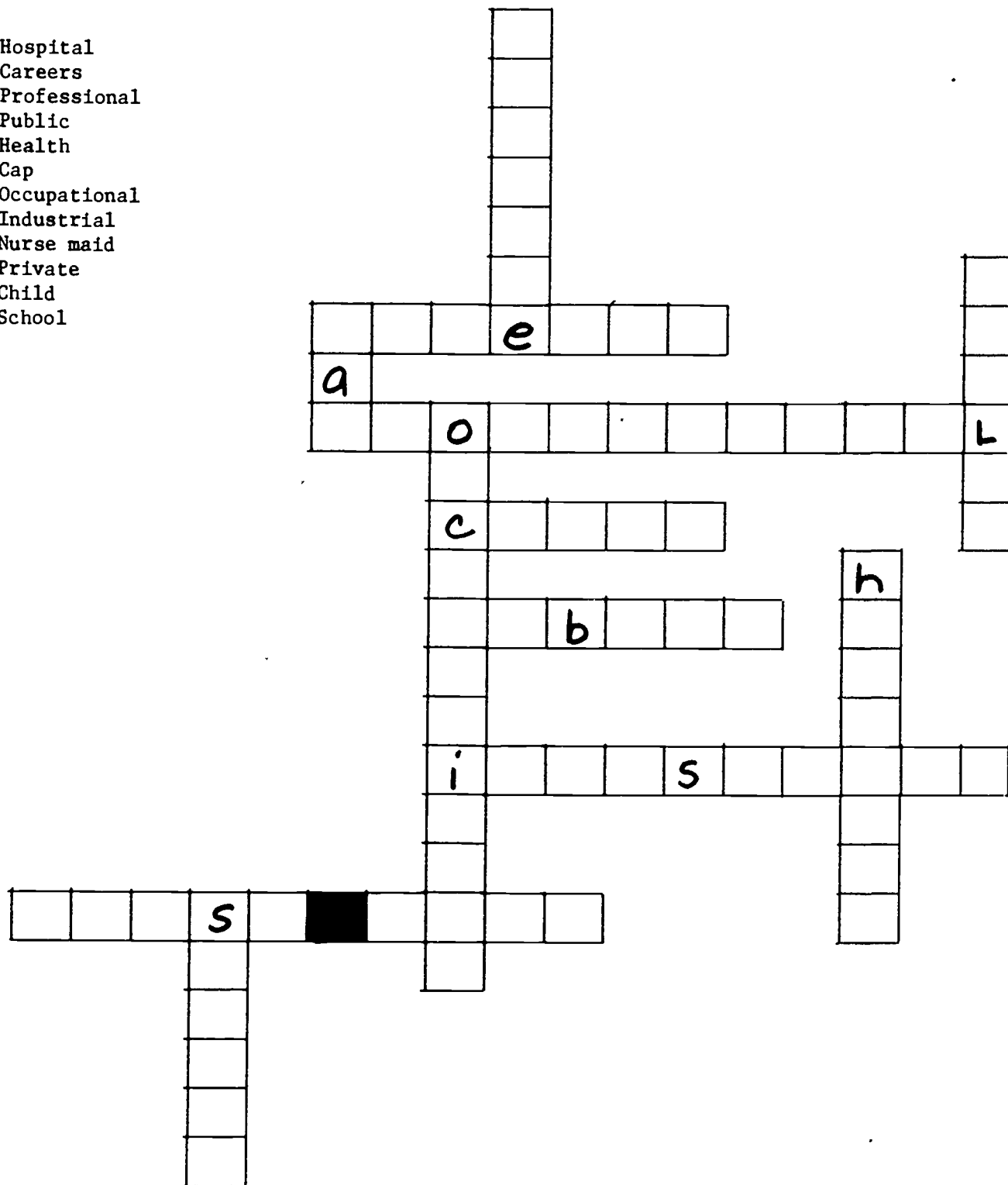
Plant  
Chores  
Weeds  
Taxes  
Hogs

Tractor  
Machinery  
Hay  
Harvest  
Feed

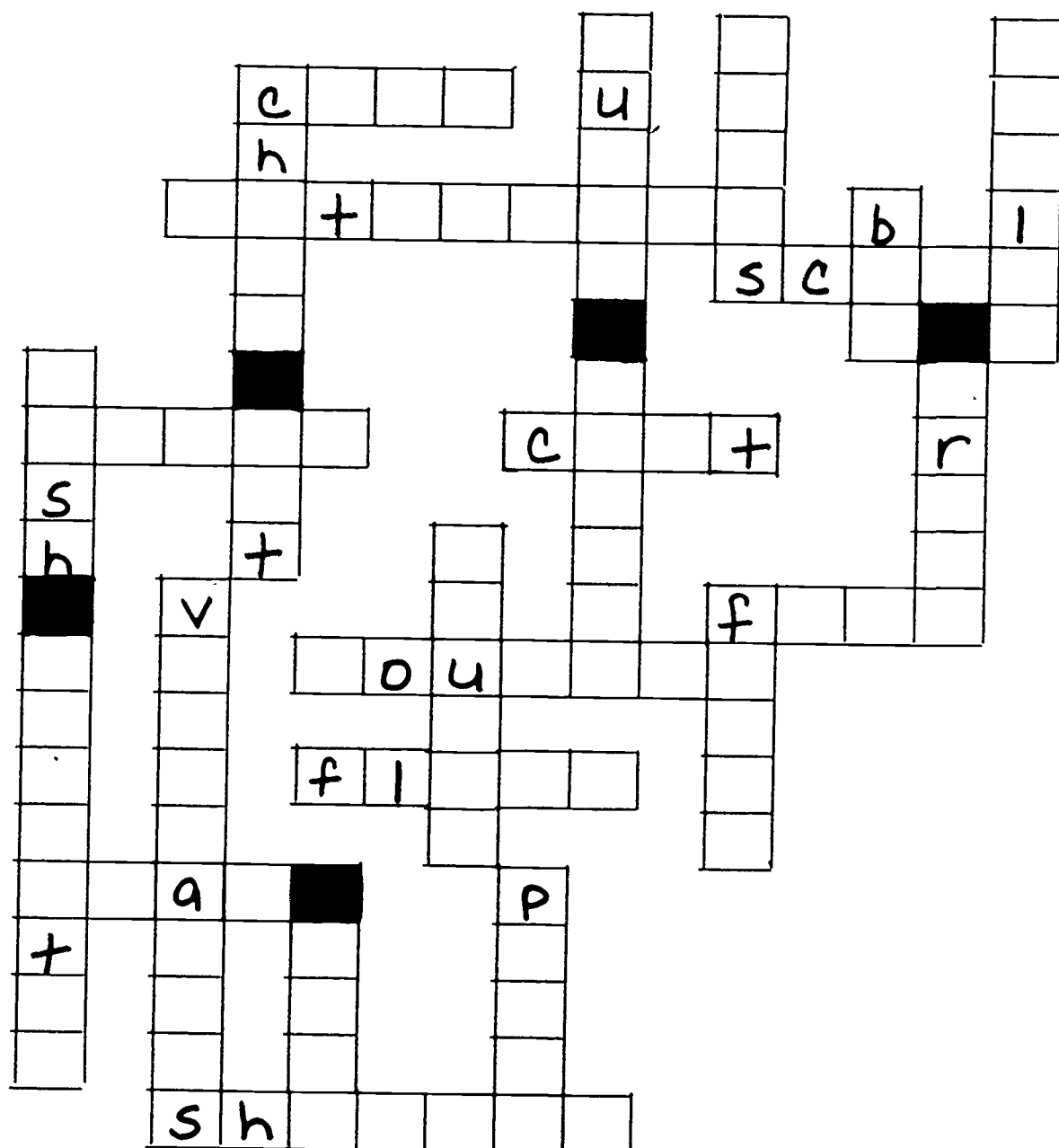
Cattle  
Horses  
Livestock  
Crops  
Farm

# NURSE

Hospital  
Careers  
Professional  
Public  
Health  
Cap  
Occupational  
Industrial  
Nurse maid  
Private  
Child  
School



# GROCER

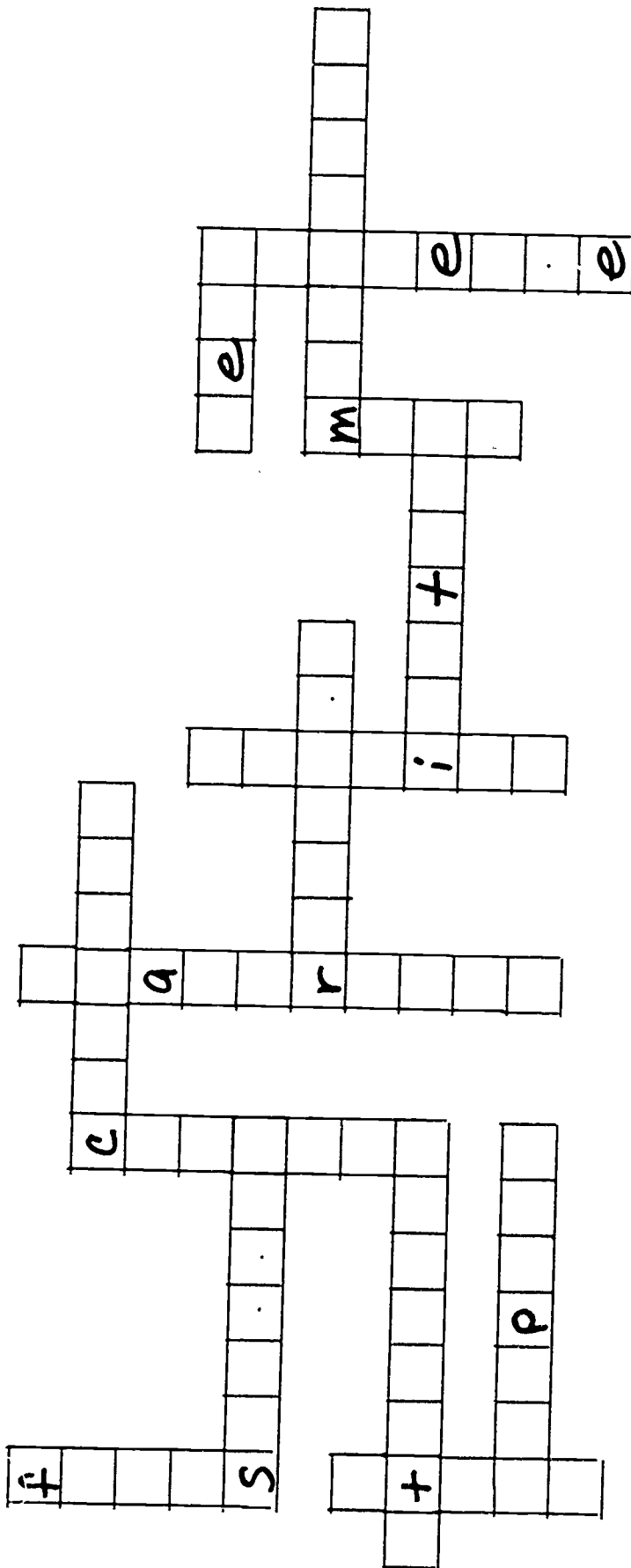


aisles  
apron  
bag  
bread  
cans  
cart  
cash register  
check out  
counter  
coupon  
detergent

flour  
food  
fruit  
meats  
price  
safe  
scale  
shelves  
soap  
supermarket  
vegetables

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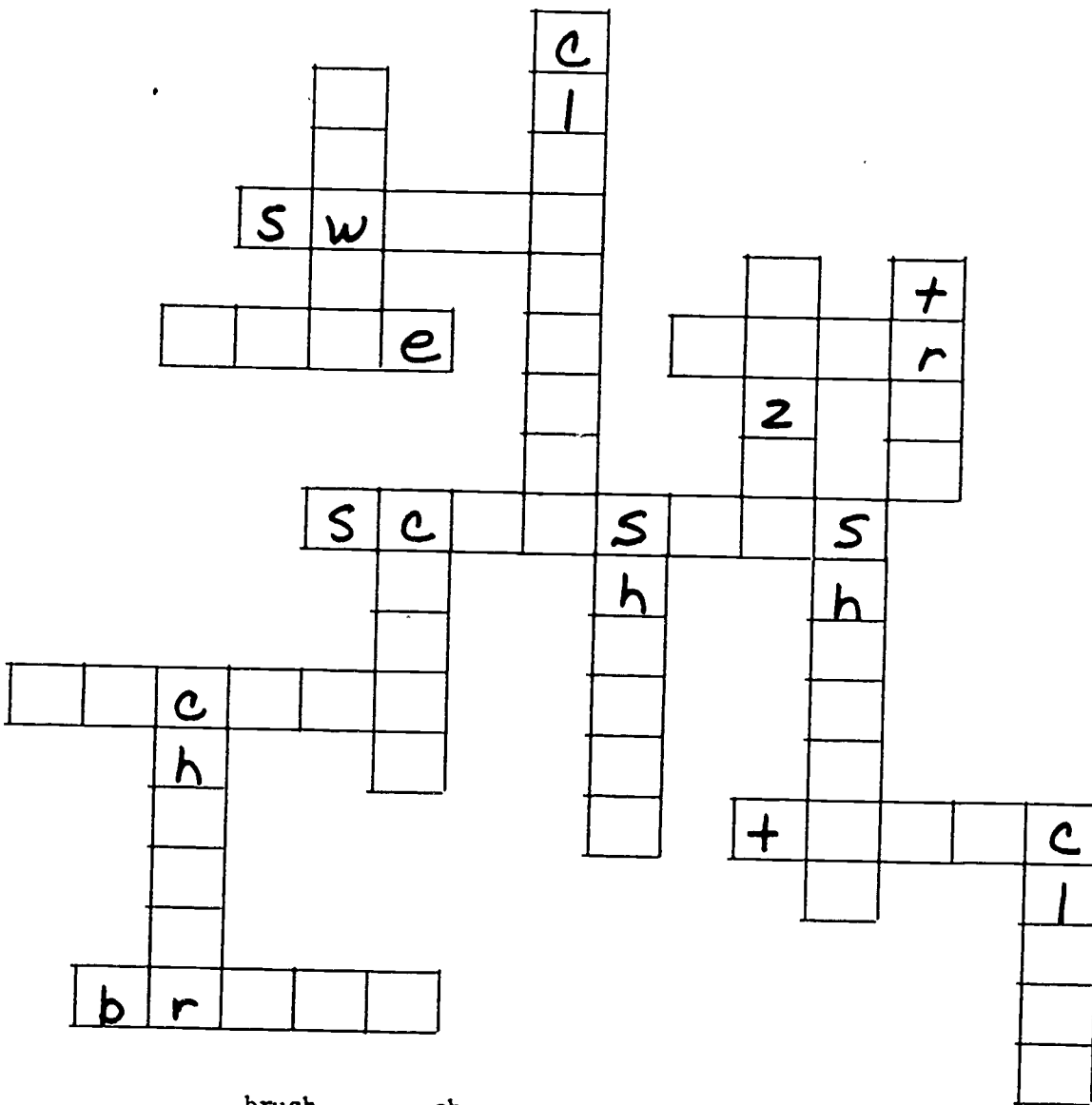
# TEACHER



students  
college  
school  
classes  
reading  
writing  
meetings

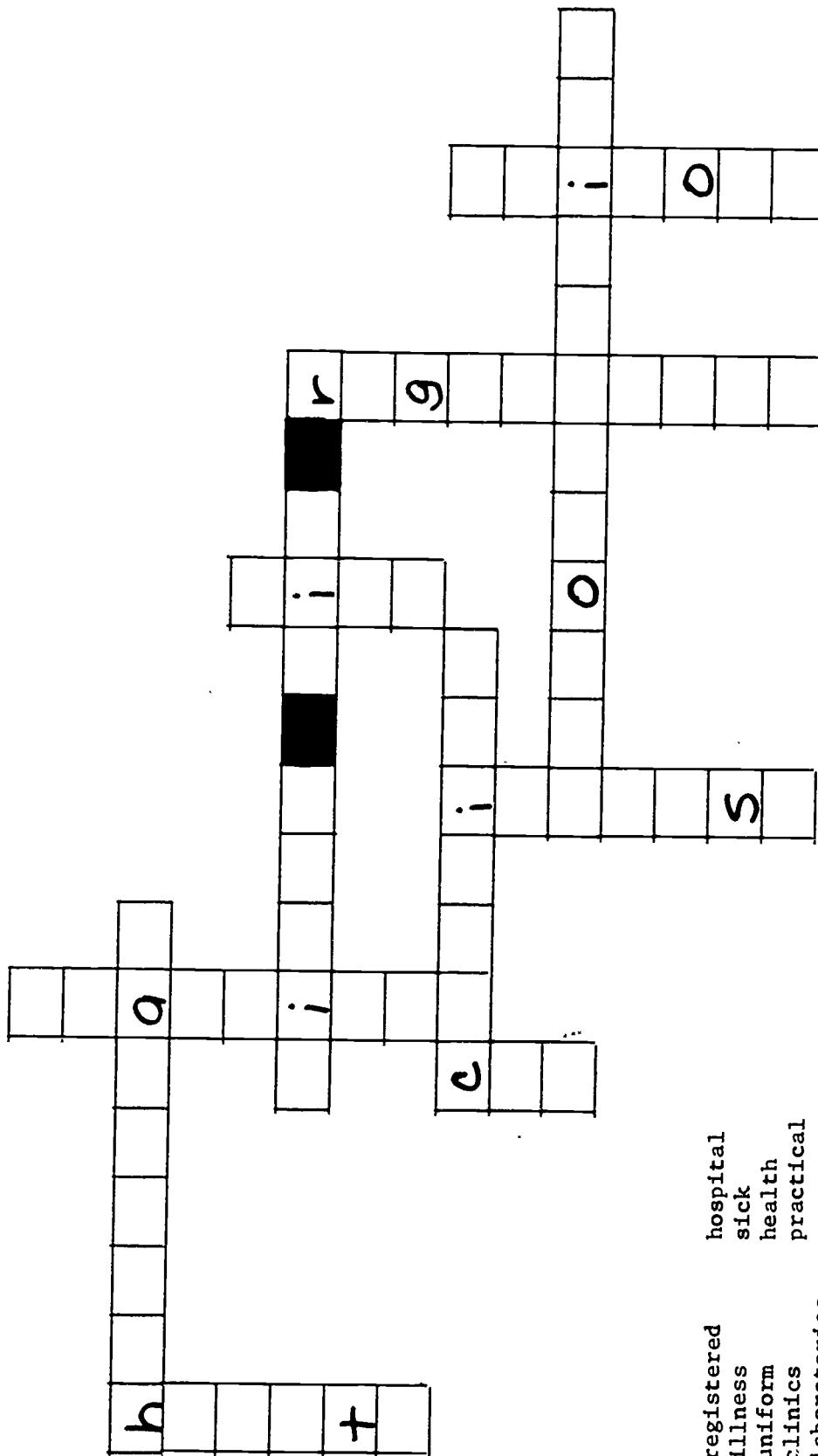
playground  
facts  
patience  
help  
interest  
math  
story  
respond

BARBER



brush	shave
clean	scissors
clippers	shampoo
chair	sweep
comb	tonic
hair	towel
pole	trim
razor	vacuum

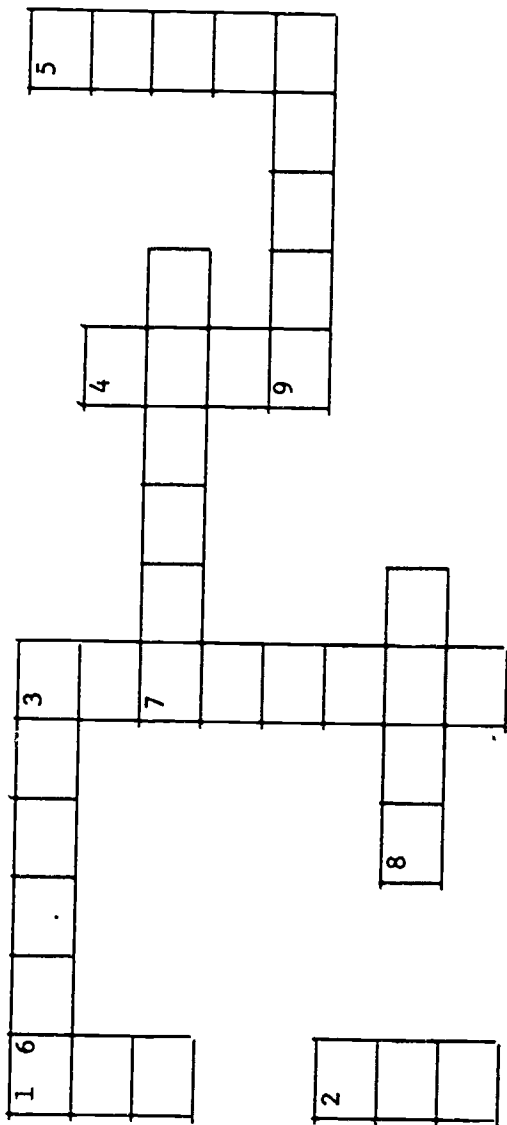




registered  
illness  
uniform  
clinics  
laboratories  
first aid  
cap

hospital  
sick  
health  
practical

# RANCHER



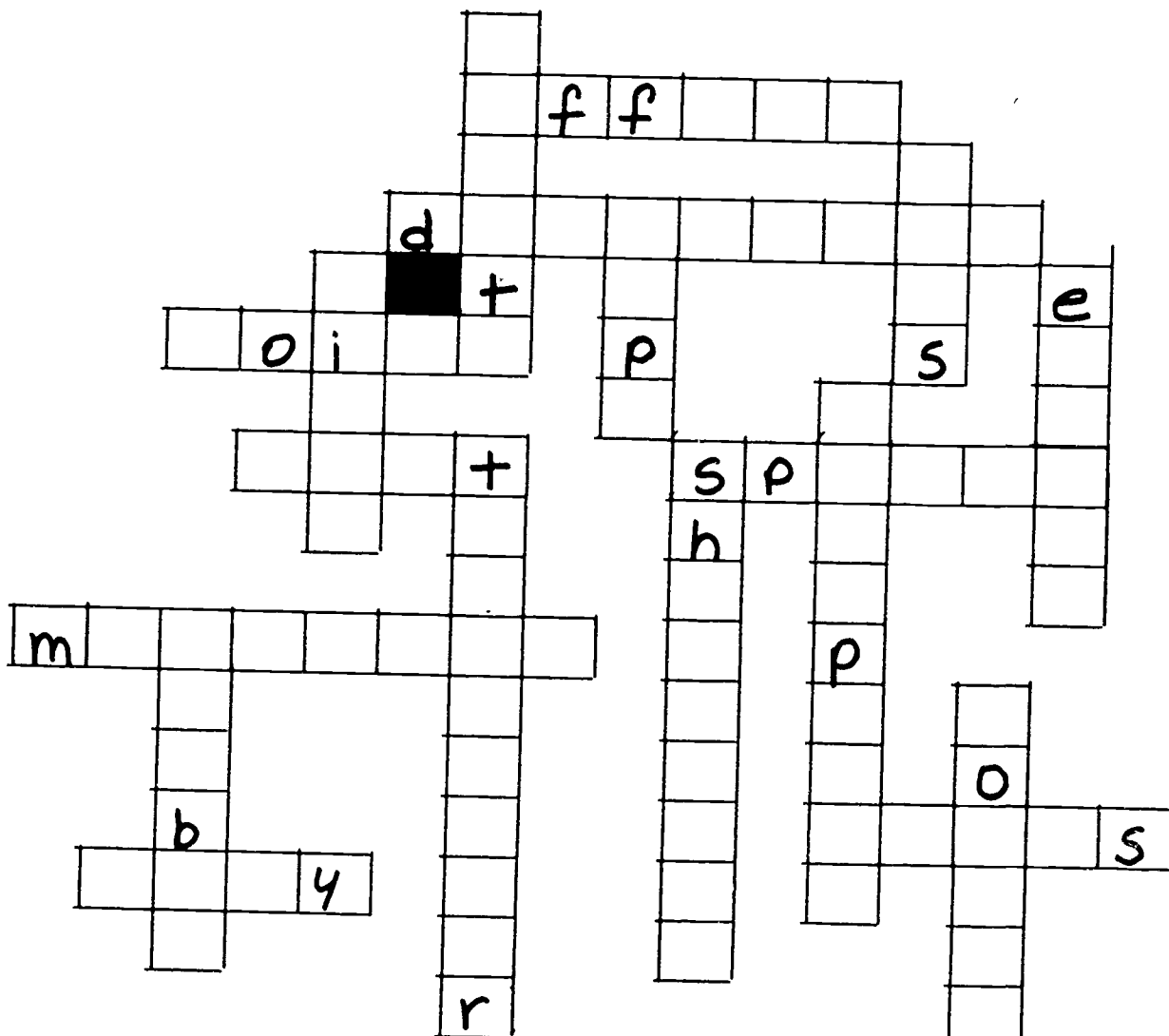
## DOWN

1. Animal on a ranch
2. Color of a horse
3. A herd of scared animals
4. A baby cow
5. You can rope off this animal

## ACROSS

6. Work on a ranch
7. A horse isn't a person. It is an \_\_\_\_\_.
8. When you ride a horse, the past tense is \_\_\_\_\_.
9. Something you must build.

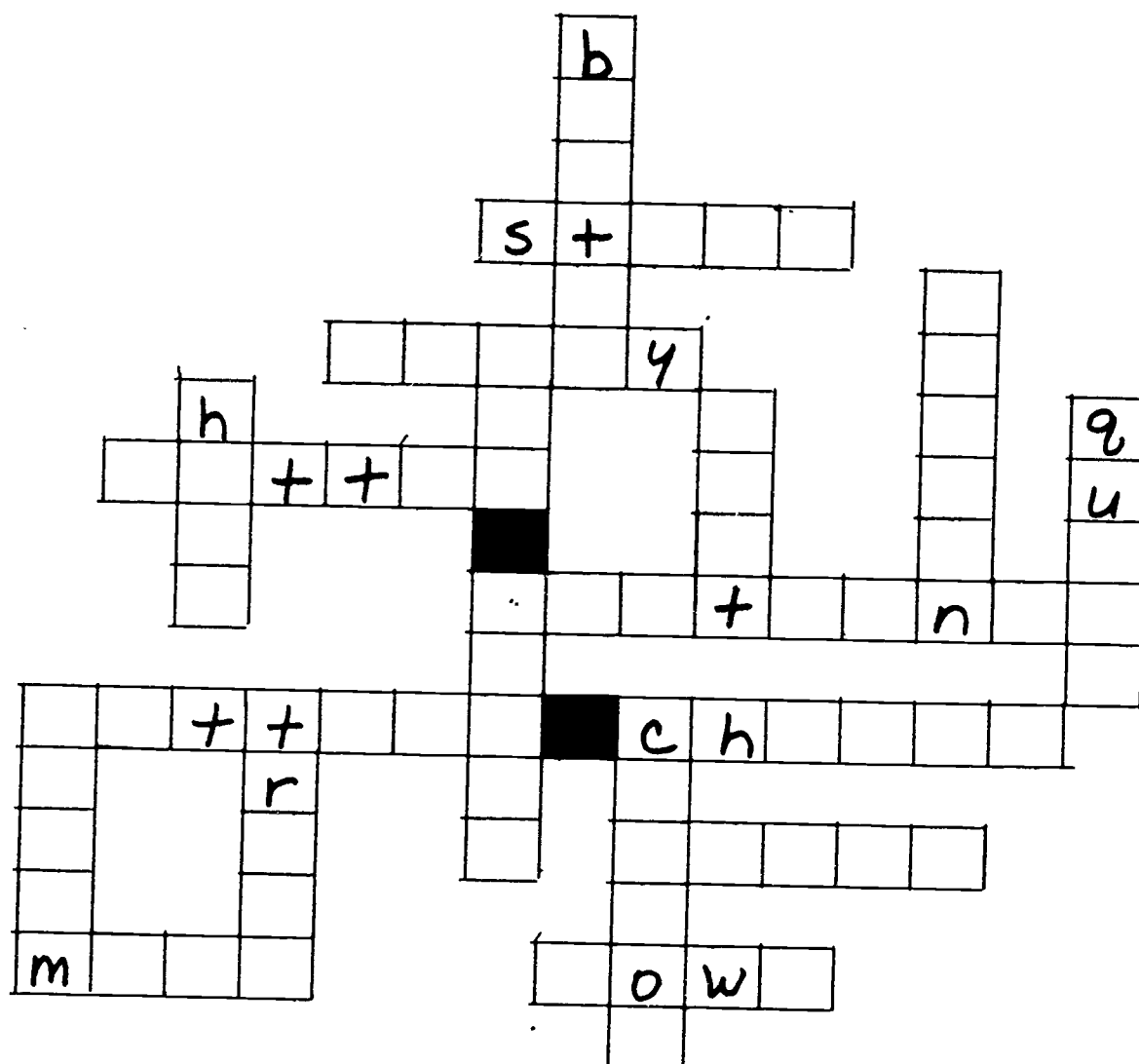
## CROSSWORD PUZZLE



boss  
 carbon  
 copy  
 desk  
 dictation  
 eraser  
 files  
 machines  
 neat  
 notebook

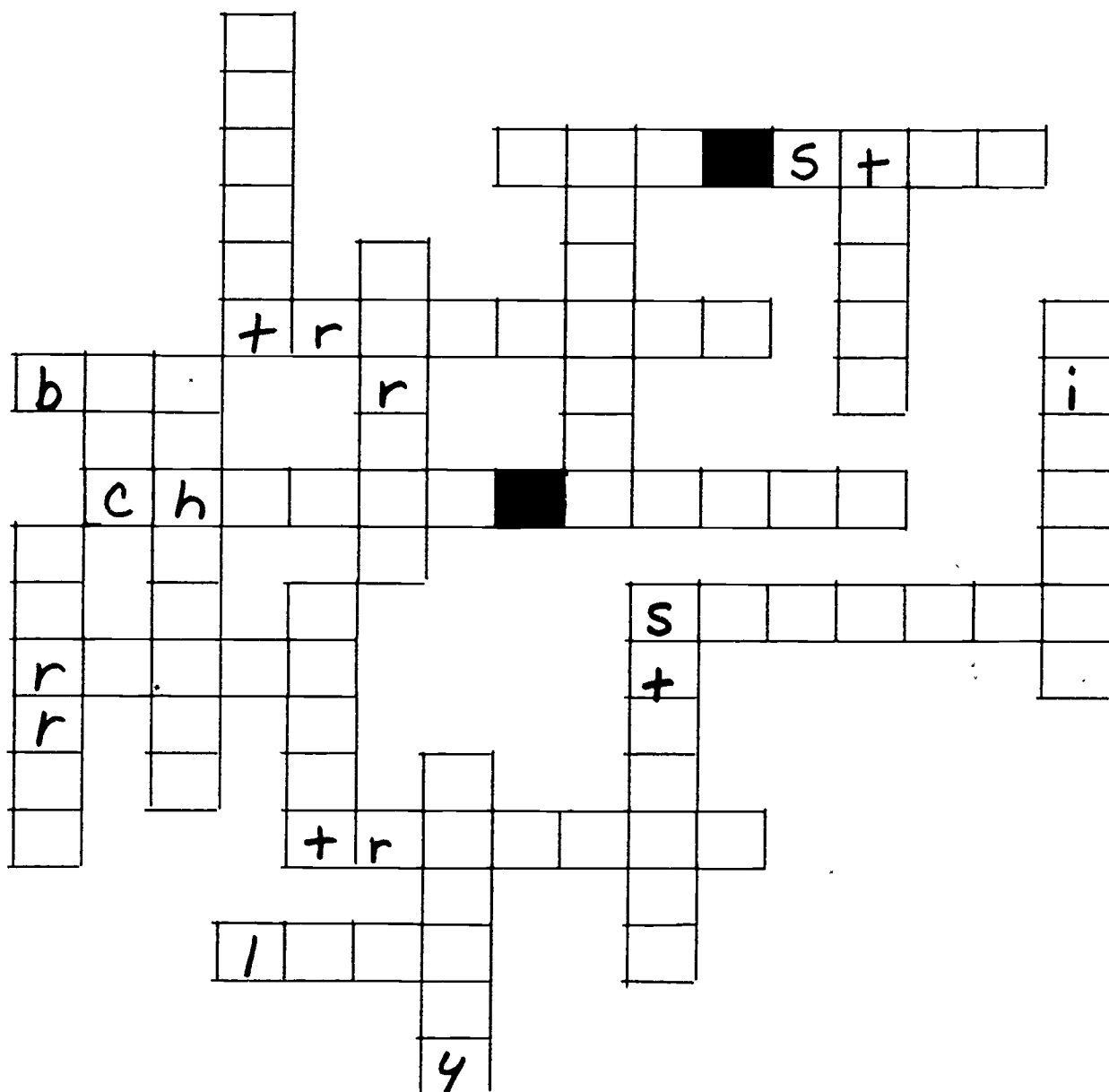
notes  
 typewriter  
 type  
 office  
 polite  
 shorthand  
 spells  
 telephone  
 voice

# MILKMAN



bottle  
butter  
carton  
container  
cottage cheese  
cows  
cream  
dairy  
gallon

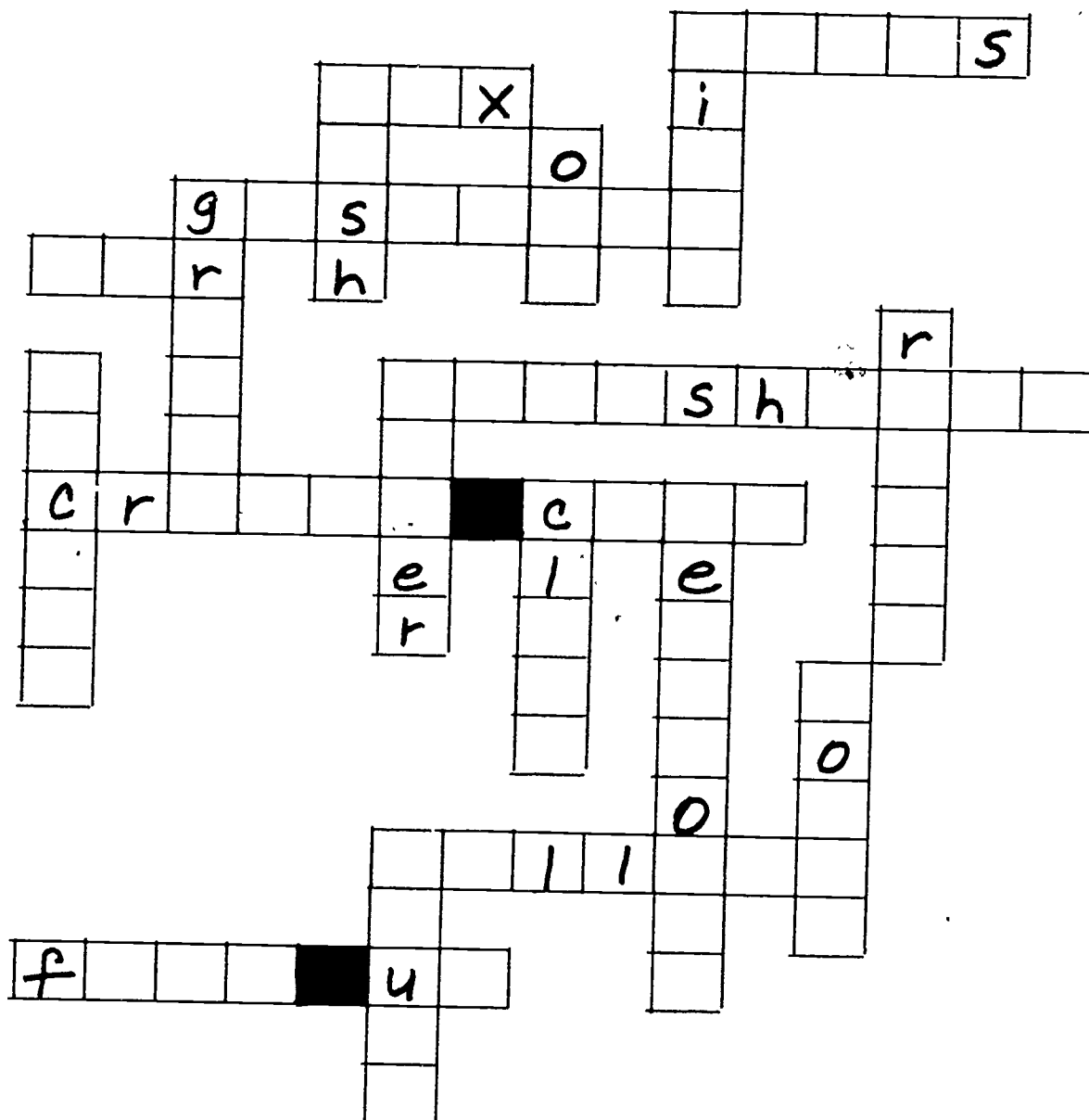
home  
milk  
ice cream  
pint  
quart  
route  
store  
truck



Bus  
 Bus stop  
 Change maker  
 Depot  
 Garage  
 Lane  
 License  
 Mirror  
 Uniform

Route  
 Safety  
 Schedule  
 Signals  
 Station  
 Ticket  
 Token  
 Traffic  
 Transfer

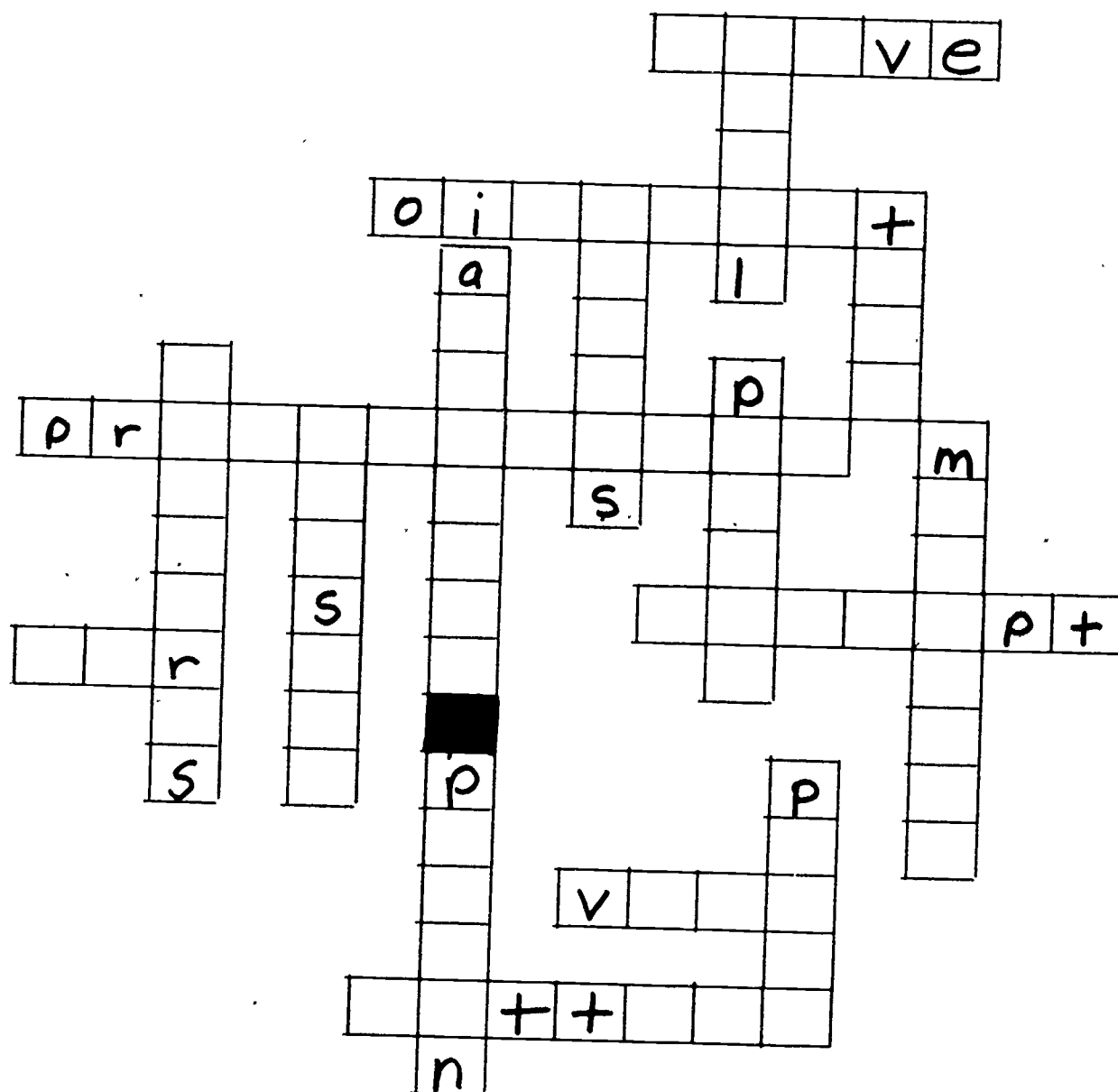
# SERVICE STATION ATTENDANT



air  
clean  
credit card  
fill up  
gallons  
gasoline  
gauge  
grease  
hoist

oil  
restrooms  
repair  
tires  
tools  
vacuum  
wash  
water  
wax  
windshield

# DRUGGIST

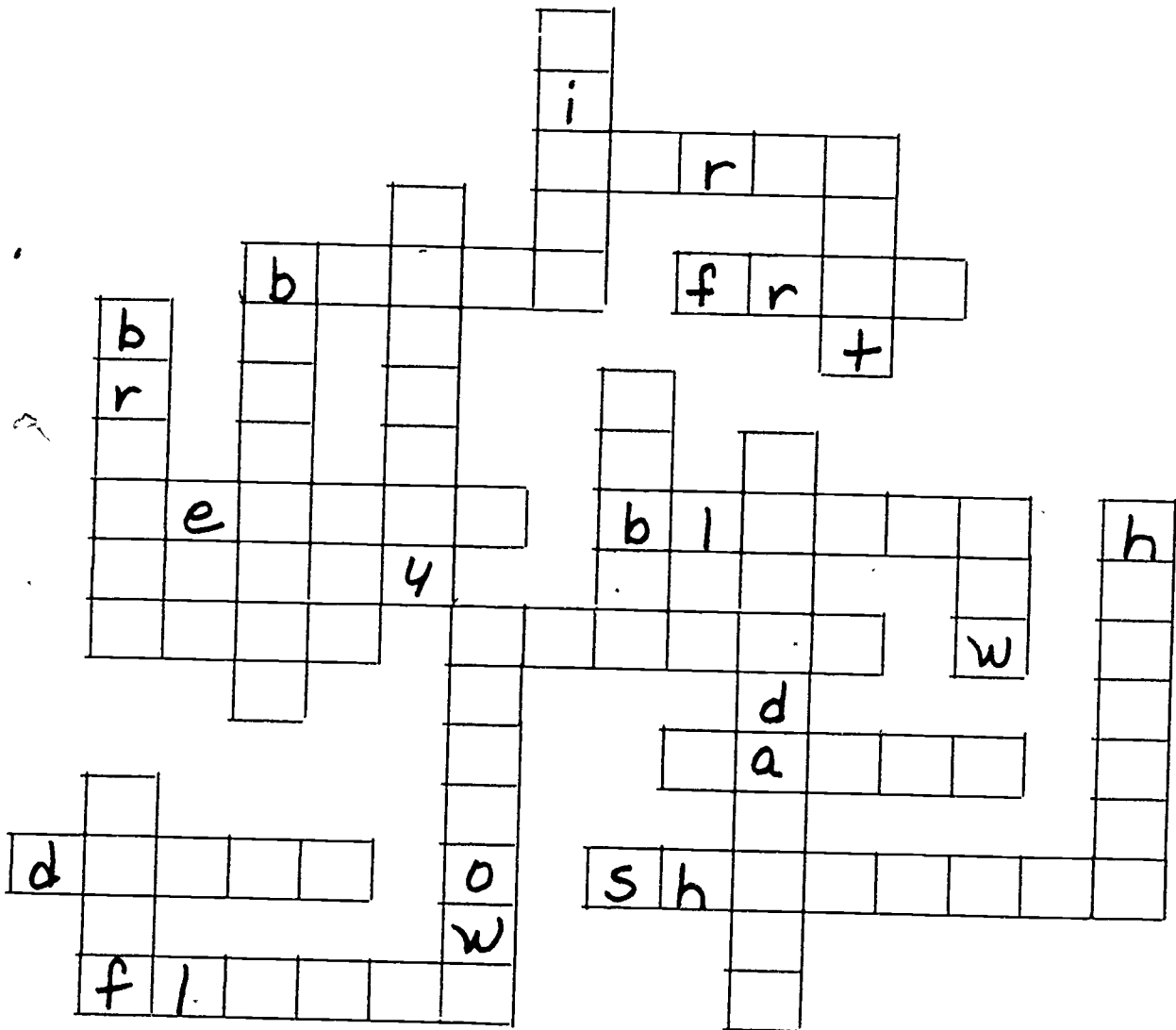


antidote  
bottles  
capsule  
jar  
label  
measures  
medicine  
ointment

pills  
poison  
powder  
prescription  
receipt  
salve  
tablets  
tube  
vial

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# BUILDER



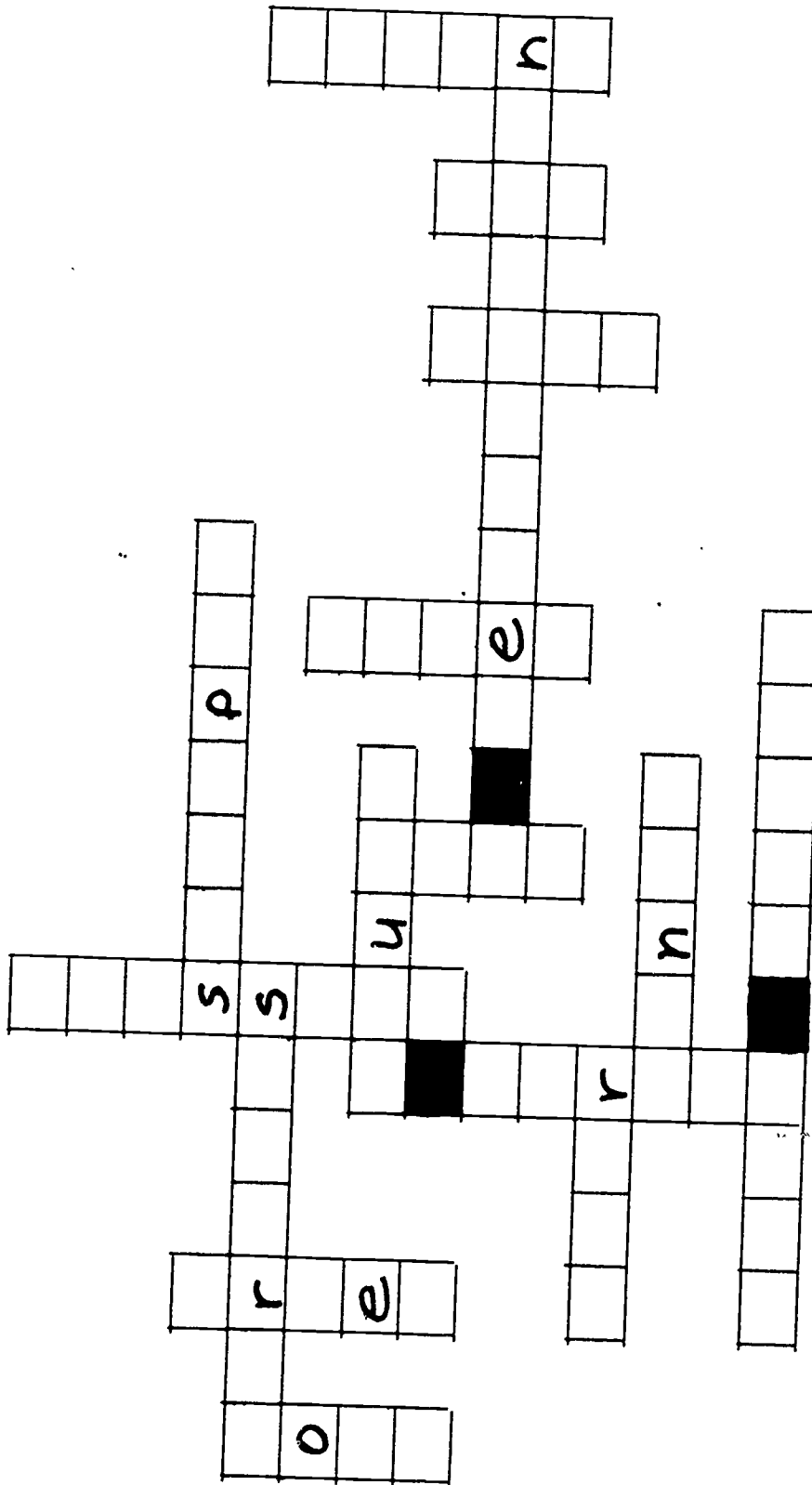
balcony  
basement  
beams  
bricks  
cement blocks  
doors  
floors  
foundation  
frame  
hammers

heat  
lumber  
nails  
pipes  
porch  
wiring  
roof  
sand  
saw  
shingles  
windows

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# BEAUTICIAN



- |          |            |
|----------|------------|
| sink     | hair       |
| brush    | hair spray |
| mirror   | wig        |
| shampoo  | fixing     |
| comb     | pins       |
| curlers  | beautician |
| dryer    | water      |
| rinse    |            |
| scissors |            |

# AUDIO-VISUAL MATERIAL

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The establishment of audiovisual library is included as a part of the Career Education Project housed at State Fair Community College. It is to be developed throughout the three-year span of the project. After this time, it will continue to operate for school personnel in the community college district.

The library is housed in the Learning Resources Center at State Fair Community College. All school personnel in the Career Education Project and the community college district have lending privileges. A handbook containing complete check-out information along with necessary forms is available through each principal, counselor and librarian as well as from those teachers who were designated to work with the project during the 1975-76 school year.

The Career Education Resource Library has been reorganized to better meet your needs. It has been divided into the three following levels:

Elementary materials will be recognized by the use of a yellow dot over the catalog number. In addition ELEM will be included in the catalog number. Example: KT

ELEM  
CE1

Junior High/Senior High materials will be recognized by the use of a green dot over the catalog number. In addition JRSR will be included in the catalog number. Example: KT

JRSR  
CE2

Elementary-Junior High/Senior High will be recognized by the use of both a yellow and green dot. In addition both ELEM and JRSR will be included in the catalog number. Example: KT

ELEM  
JRSR  
CE3

For your convenience, we have color coded the sections included in this resource list. The color codes are as follows:

Elementary Materials	Yellow
Junior High/Senior High	Green
Combination ELEM/JRSR	Blue

Recommendations and evaluations of materials in the Career Education Resource Library are available to anyone interested. The Assistant Librarian in the CERL and AV Specialist will always be available to assist all teachers with the use of the library.

If you visit the Career Education Audiovisual Library in the Learning Resources Center, you will be able to locate materials more quickly by noting the color-coded labels. All of the materials other than books and periodicals are color-coded. The color and code is as follows:

<u>Item</u>	<u>Code</u>	<u>Color</u>
Kit (a combination of two or more media designed to be used as a unit)	KT	Black
Cassettes	CT	Red
Posters, Charts	PA	Orange
Filmstrips	FS	Green
Games, Puzzles	GA	Blue
Realia (actual objects or specimens)	RE	Brown

## PROCEDURE FOR CHECKING OUT MATERIALS FROM CAREER EDUCATION RESOURCE LIBRARY

### To Reserve:

1. Reservation cards will be available in all school offices.
  - A. Be sure to state desired material in order of preference.
  - B. Be sure to send cards to Career Education, State Fair Community College, Sedalia, MO 65301; or give cards to component specialists on their visits.
2. All reservations received will be posted up on a three month rotating calendar which will be placed in the Career Education Resource Library in SFCC.
3. Reservations made more than three months in advance will be filed with the Resource Library Assistant and will be transferred to the three month calendar at the appropriate time.
4. Reservations may also be called in to the SFCC Library, phone 826-7100, ext. 27. (Ask for Career Ed. Resource Library Ass't. or Career Ed. AV Specialist)
5. Confirmation of dates will be sent to teachers immediately upon booking.

### To Checkout

1. Use checkout form available.
2. When materials are due, make arrangements to have this returned as close to due date as possible.
3. When the extension of any of the materials is desired, please call Resource Library Assistant or Career Ed. AV Specialist to check to see whether or not it has been previously reserved or inquire at component specialists.

### To Return

1. Return all materials to Career Ed. Resource Library by:
  - a. Component specialist or any career ed. staff member
  - b. Mail
  - c. Bringing material to SFCC Career Ed. Resource Library
  - d. Student enrolled in area Vo-Tech school program at SFCC

### To Evaluate

1. Evaluation forms are sent with the material requested.  
Please fill out and return with materials.
2. If Student Reaction Forms are sent, please have your students complete them and return them with materials.

### Overdue Materials

Reminders will be sent to all teachers with overdue material.

# ELEM BOOKS

<u>Call No.</u>	<u>Book</u>
LC 1043 .C37 ELEM JRSR	<u>Career Education: What It Is and How To Do It</u> , Olympus Publishing Co. Provides answers to some often-asked questions about career education. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
LB 1027.5 .C37 1973 ELEM	<u>Career Education and the Elementary School Teacher</u> , Olympus Publishing Co. A "how to do it" book aimed at the elementary level. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
ELEM JRSR	<u>Career Education: A Curriculum Design and Instructional Objectives Catalog</u> , American Institutes for Research. Includes an introduction plus many examples of instructional objectives in various areas. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
LC 1044 .K46 ELEM JRSR	<u>Planning and Organizing Career Curricula: Articulated Education</u> , Howard W. Sams and Co., Inc. Includes sections on Transition to Articulated Programs, Structuring Experiences, Developing Learning Experiences, and Assessing, Staffing, and Managing Career Programs. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
HF 5382.5 S24 ELEM	<u>Alike and Different</u> , Benefic Press. First in series entitled "Careers for All." Circulation period 4 weeks, suggested for grade 4.
HF 5381 .C2657 ELEM JRSR	<u>Career Guidance: A Handbook of Methods</u> , Charles E. Merrill Publishing Company. A professional reference book in career programs including a compendium of career guidance methods. Circulation period 3 weeks, suggested for counselors.
LB 1031 .D7 ELEM JRSR	<u>Handbook of Curriculum Design for Individualized Instruction: A Systems Approach</u> , Educational Technology Publications. Contains precise guidelines for designing and developing curriculum materials from rigorously defined behavioral objectives. Circulation period 3 weeks, suggested for teachers and administrators.
ELEM JRSR	<u>Planning, Implementing, and Evaluating Career Preparation Programs</u> , McKnight Publishing Company. A manual in loose-leaf form on strategies, identification, development, implementation and evaluation of programs: includes a "kit of tools" for activities, surveys, etc. Circulation period 4 weeks, suggested for teachers and administrators.

Call No.    Book

LB                    Preparing and Using Individualized Learning Packages for Ungraded,  
1029                   Continuous Progress Education, Educational Technology  
.N6                   Publications. Textbook written in Individualized Learning  
K36                   Packages developing a means for creating such materials to  
ELEM                   be used within the present structure of our school systems.  
JRSR                   Circulation period 4 weeks, suggested for teachers and  
                         administrators.

ELEM                   How to Write and Use Performance Objectives to Individualize  
JRSR                   Instruction, Educational Technology Publications. A four-  
                         volume series including:  
                         How to Analyze Performance Outcomes  
                         How to Write Performance Objectives  
                         How to Classify a Performance Objective  
                         How to Develop Performance Instructional Activities  
                         and Evaluations

Circulation period 4 weeks, suggested for teachers and  
administrators.

LB                    Behavioral Objectives in Curriculum Development, Educational  
1570                   Technology Publications. A book of selected readings and  
.K28                   bibliography on behavioral objectives. Circulation period  
ELEM                   3 weeks, suggested for teachers, counselors, and administra-  
JRSR                   tors.

LB                    Criterion - Referenced Measurement, Educational Technology  
1131                   Publications. A series of papers on criterion-referenced  
.P629                   scores. Circulation period 3 weeks, suggested for teachers,  
ELEM                   counselors, and administrators.  
JRSR

ELEM                   Manpower and Economic Education, Love Publishing Company. Includes  
JRSR                   units on the individual and the nature of work, the economic  
                         world, the manpower market, career opportunities in the  
                         American economy and technology, skills and investment in  
                         education.

ELEM                   NVGA Bibliography of Current Career Information, 1973 Edition,  
JRSR                   National Vocational Guidance Association, Division of APGA.  
                         Contains a current career literature listing, career film  
                         reviews and a publisher's index. Circulation period 2 weeks,  
                         suggested for students, teachers, counselors and administrators.

HF                    Perspectives on Vocational Development, American Personnel and  
5381                   Guidance Association. Contains five parts:  
.P43                          introducing vocational development (2, 3, 4) discussing  
ELEM                          vocational development theory in the past, present and  
JRSR                          future also special applications.  
                         Circulation period 4 weeks, suggested for teachers, counselors,  
                         and administrators.

<u>Call No.</u>	<u>Book</u>
ELEM JRJR	<u>The Maturity of Vocational Attitudes in Adolescence</u> , American Personnel and Guidance Association. The second volume of the APGA Inquiry Series includes findings and discussion of the Vocational Development Project. Circulation period 2 weeks, suggested for counselors, teachers and administrators.
LB 1541 .A3 ELEM	<u>Creative Woodwork in the Kindergarten</u> , T. S. Denison and Company, Inc. A booklet explaining why small children should be encouraged to use woodworking tools and how they can be taught to use them safely. Also included are instructions for projects they can make. Circulation period 4 weeks, suggested for primary teachers. (2 copies available)
T 65 .S39 ELEM JRJR	<u>Teaching Children about Technology</u> , McKnight Publishing Company. A three-part text to help teachers teach students about the complexities of industry. Circulation period 2 weeks, suggested for use by teachers.
ELEM JRJR	<u>Developing Students' Potentials</u> , Education Resources Division, Capitol Publications, Inc. Provides the reader with information on three programs that have been conducted in a variety of settings with research and references: Achievement Motivation Training, Human Potential Group Training, Eliminating Self Defeating Behavior Training. Circulation period 2 weeks, suggested for counselors and teachers.
ELEM JRJR	<u>The Parents' Role in Career Development</u> , The National Vocational Guidance Association. To enable parents to help their children make their occupational choice. Circulation period 1 week, suggested for teachers, counselors and administrators.
ELEM JRJR	<u>Guidelines for the Preparation and Evaluation of Career Information Media</u> , National Vocational Guidance Association. A set of Guidelines for filmstrips, films and occupational literature. Circulation period 2 weeks, suggested for teachers and counselors.
TT 185 .L4 ELEM	<u>Carpentry for Children</u> , Sterling Publishing Company, Inc. A book with ideas of things for children to make out of wood. Has step-by-step directions, complete with pictures. Circulation period 4 weeks, suggested for elementary level.



# BOOK SERIES

<u>Call</u> <u>Number</u>	<u>Name</u> <u>Publisher</u> <u>Description</u>
------------------------------	---

PZ 9 .W63 Co ELEM	"Come to Work with Us" Series, Houghton Mifflin. Books with glossaries, teacher's manual. Circulation period 4-6 weeks, suggested for primary level. (Note: Use the same call number for checking out entire series or any individual book.) Includes <u>Come to Work with Us In:</u>
-------------------------------	---

<u>a Newspaper</u>	<u>a Bank</u>
<u>House Construction</u>	<u>a Hotel</u>
<u>a Department Store</u>	<u>Aerospace</u>
<u>a Hospital</u>	<u>a Toy Factory</u>
<u>an Airport</u>	<u>a Dairy</u>
<u>a TV Station</u>	<u>a Telephone Company</u>

"What Happens" Series, Reilly and Lee Books, Henry Regnery Company. Books that answer questions about what really happens in the systems and institutions that affect students' daily lives. Circulation period 4-6 weeks, suggested for grades 2-4. (Note: Omit call number when checking out entire series. Use call number given when checking out individual titles.) Includes What Happens:

TL 153 .S496 ELEM	<u>At a Gas Station</u>
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PN 4737 S48 ELEM	<u>At a Newspaper</u>
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HF 5472 .U7 ELEM	<u>At a State Fair</u>
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PZ 10 .S558 We ELEM	<u>At a Television Station</u>
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QC 875 .U7 S5 ELEM	<u>At a Weather Station</u>
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PZ 10 .S558 Wf ELEM	<u>At a Zoo</u>
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106

<u>Call No.</u>	<u>Book</u>
SF 604.5 .S5 ELEM	<u>At an Animal Hospital</u>
GV 1801.5 .S52 ELEM	<u>At the Circus</u>
Z 147 .S45 ELEM	<u>In a Car Factory</u>
	<u>In a Skyscraper</u>
TH 4811 .S45 ELEM	<u>When You Build a House</u>
PZ 10 .S558 Wh ELEM	<u>When You go to the Hospital</u>
HE 6078 .S46 ELEM	<u>When You Mail a Letter</u>
TK 6165 .S5 ELEM	<u>When You Make a Telephone Call</u>
HG 1576 .S5	<u>When You Put Money in a Bank</u>
HB 171.7 .S48 ELEM	<u>When You Spend Money</u>
HE 9787 .S5 ELEM	<u>When You Travel By Plane</u>

<u>Call No.</u>	<u>Book</u>
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TK	<u>When You Turn On the Light</u>
148	
.S53	
ELEM	

Early Career Books, Lerner Publications Company. Book series with each book describing related occupations in the area indicated in the title. Includes a full-page color picture of each occupation. Suggested for third grade. (Note: Omit call number when checking out entire series. Use call number given when checking out individual titles.)

HD	<u>Careers with an Airline</u>
8039	
.A4	
D4	
ELEM	

HG	<u>Careers in a Bank</u>
1576	
.D38	
ELEM	

GV	<u>Careers in Baseball</u>
867	
.D38	
ELEM	

QA	<u>Careers in Computers</u>
76.25	
.R39	
1973	
ELEM	

HF	<u>Careers in a Department Store</u>
5429	
.D34	
ELEM	

GV	<u>Careers in Football</u>
950.7	
.R39	
ELEM	

GV	<u>Careers in Hockey</u>
847.25	
.R39	
ELEM	

R	<u>Careers in a Medical Center</u>
690	
.D38	
ELEM	

<u>Call No.</u>	<u>Book</u>
HV 7922 .R39 ELEM	<u>Careers with a Police Department</u>
HD 8039 .T3 D37 ELEM	<u>Careers with a Telephone Company</u>
PN 1992.55 .R3 ELEM	<u>Careers with a Television Station</u>
Z 243 .A2 D33 ELEM	<u>Careers in Printing</u>
S 494.5 .A4 B45 1974 ELEM	<u>Careers in Agriculture</u>
HD 9710 .A2 B45 1974 ELEM	<u>Careers in Auto Sales and Service</u>
LB 2832 .B46 ELEM	<u>Careers in Education</u>
QL 50.1 .B46 1974 ELEM	<u>Careers in Animal Care</u>
JS 155 .B45 1974 ELEM	<u>Careers with the City</u>

Call No.      Book

S  
944  
.B46  
1974  
ELEM

Careers in Conservation

Community Helper Series, Albert Whitman and Company. Sample copies from a series dealing with community workers. Each has a picture dictionary, illustrations plus information. Circulation period 2 weeks, suggested for primary grades. Titles include:

TD  
148  
.C47  
ELEM

Clean Streets, Clean Water, Clean Air

TH  
4811  
.N36  
ELEM

New House, New Town

Medical Books for Children, Lerner Publications Company. A book series written by authorities who have related their topics to children's present day living experiences. Many include an information section for parents and teachers as supplementary material. (Note: Entire series may be checked out or individual titles.) Circulation period 6 weeks. Titles available:

QM  
548  
.K7  
ELEM

Our Wonderful Hands - Suggested for 2-8

QM  
549  
.K73

Our Remarkable Feet - Suggested for 2-8

QH  
367.1  
.L4  
ELEM

Where Do You Come From?: The Story of Evolution  
Suggested for 4 up

QL  
942  
.L6  
ELEM

Horns, Hoofs, Nails - Suggested for 2-8

CT  
9983  
.A1  
G4  
ELEM

They Wouldn't Quit: Stories of Handicapped People

<u>Call No.</u>	<u>Book</u>
PZ 10 .L47 Re ELEM	<u>Red Man, White Man, African Chief: The Story of Skin Color</u> Suggested for K-8
PZ 10 .F76 Ho ELEM	<u>How We Hear: The Story of Hearing</u> - Suggested for 2-8
PZ 10 .L47 Le ELEM	<u>Lefty: The Story of Left-handedness</u> - Suggested for K-8
PZ 10 .L47 Tw ELEM	<u>Twins: The Story of Twins</u> - Suggested for K-5
PZ 10 .L47 Do ELEM	<u>Doctor's Tools</u> - Suggested for 2-8
PZ 10 .L47 Pe ELEM	<u>Peter Gets the Chickenpox</u> - Suggested for K-5
PZ 10 .L214 De ELEM	<u>Dentist's Tools</u> - Suggested for 2-8
PZ 10 .S1933 Wh ELEM	<u>Why Glasses?: The Story of Vision</u> - Suggested for 4-8

<u>Call No.</u>	<u>Book</u>
PZ 10 .B295215 Ho ELEM	<u>How We Talk: The Story of Speech</u> - Suggested for 2-8
PZ 10 .L47 M ELEM	<u>Michael Gets the Measles</u> - Suggested for K-5
PZ 10 .G533 Ka ELEM	<u>Karen Gets a Fever</u> - Suggested for K-8
PZ 10 .L47 Fu ELEM	<u>Fur, Feathers, Hair</u> - Suggested for 2-8
PZ 10 .E7 Pe ELEM	<u>Penny, the Medicine Maker: The Story of Penicillin</u> Suggested for K-5
PZ 10 .L47 De ELEM	<u>Dear Little Mump Child</u> - Suggested for K-5

Basic Understanding Series, Benefic Press. Explanations of the student's world. (Note: May be checked out as a series or by individual titles.) Circulation period 4 weeks, suggested for grades 1-5.

PE 1127 .C6 M3 ELEM	<u>How We Get Our Mail</u>
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PE 1127 .F35 P7 ELEM	<u>How Families Live Together</u>
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112

<u>Call No.</u>	<u>Book</u>
PE 1127 .M4 M4 ELEM	<u>How Hospitals Help Us</u>
PE 1119 .H215 ELEM	<u>How Schools Help Us</u>
PE 1127 .H85 B331 ELEM	<u>How We Celebrate Spring Holidays</u>
PE 1119 .M116 ELEM	<u>How We Get Our Clothing</u>
PE 1127 .G6 B33 ELEM	<u>How We Get Our Dairy Foods</u>
PE 1127 .A4 M3 ELEM	<u>How Airplanes Help Us</u>
PE 1127 .F6 B3 ELEM	<u>How Foods are Preserved</u>
PE 1127 .T7 P74 ELEM	<u>How We Travel on Water</u>
GA 130 .S8 ELEM	<u>How We Use Maps and Globes</u>



<u>Call No.</u>	<u>Book</u>
PZ 9 .S811 Ho ELEM	<u>How Rules and Laws Help Us</u>
PZ 10 M477 Ho ELEM	<u>How Farms Help Us</u>
JK 273 .S73 ELEM	<u>How Our Government Helps Us</u>
PE 1127 .C6 M25 ELEM	<u>How Communication Helps Us</u>
PE 1127 .P7 M3 ELEM	<u>How Printing Helps Us</u>
PE 1127 .T7 P7 ELEM	<u>How We Travel on Land</u>
PE 1127 .C55 M3 ELEM	<u>How We Get Our Cloth</u>
PE 1127 .D9 P7 ELEM	<u>How We Get Our Shelter</u>
PE 1119 .S687 ELEM	<u>How People Live in the Big City</u>

114

Call No.

Book

HG  
221.5  
.S7  
ELEM

How People Earn and Use Money

HT  
351  
.S83  
ELEM

How People Live in the Suburbs

AG  
5  
.C515  
1974  
ELEM

The How and Why Library, by Childcraft. A fifteen volume set which concentrates on broad areas of children's interests and also to broad areas of the school curriculum.

Titles include:

Poems and Rhymes

Stories and Fables

Children Everywhere

World and Space

About Animals

The Green Kingdom

How Things Work

Holidays and Customs

Places to Know

Make and Do

Look and Learn

Look Again

Guide and Index

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# ELEM KITS

## Call No.      Kit

KT  
ELEM  
CE1      DUSO (Developing Understanding of Self and Others) Kit I.  
American Guidance Service, Inc. Includes books, posters,  
cassettes, hand puppets, puppet props, activity cards,  
and supplementary activities. Circulation period 4-6  
weeks, suggested for K-lower primary.

KT  
ELEM  
CE2      DUSO (Developing Understanding of Self and Others) Kit II,  
American Guidance Service, Inc. Includes posters, cassettes,  
hand puppets, activity cards, and supplementary activities.  
Circulation period 4-6 weeks, suggested for upper primary-  
grade 4.

KT  
ELEM  
CE3      "I Want to Be" Tree, Children's Press. Tree with six book bags,  
four copies of a title to a bag plus teacher's guide and  
cassette. Circulation period 4 weeks, suggested for grade  
two reading level. The following books are included and may  
be checked out singly if the kit is not in use:

## Call No.      Book

PZ      I Want to Be A Forester  
10  
.B1472  
Ib

## I Want to Be A Musician

PZ      I Want to Be A Beauty Operator  
10  
.B1472  
Ib

HF      I Want to Be a Secretary  
5547  
.B24

PZ      I Want to Be an Architect  
10  
.B1472  
Ig

GV      I Want to Be a Hockey Player  
847.25  
.B34

Call No.      Kit

- KT                      Careers Unit, Scholastic. A unit from the Dimension program con-  
ELEM                      taining a filmstrip and cassette plus teacher's guide and  
CE4                      materials for classroom activities. Circulation period 4 weeks,  
                         suggested for grades 4-6.
- KT                      How Do You Feel? Hats, Trend Enterprises. Six plastic hats portray  
ELEM                      sadness, happiness, fear, anger, surprise and puzzlement, Circula-  
CE5                      tion period 3 weeks, suggested for primary students, can be used  
                         by teachers or counselors.
- KT                      Experimental Development Program, Unit A: You and Your Family,  
ELEM                      Benefic Press. Program includes a teacher's book with study  
CE6                      prints, child's activity books, and storage case. One copy of  
                         each of the following enrichments books is included:
- I am Here                      My Friends and I  
My Family and I              I Can Do It
- Circulation period 4-6 weeks, suggested for K-1.
- KT                      Experimental Development Program, Unit B: You and Your Friends,  
ELEM                      Benefic Press. Program includes a teacher's book with study  
CE7                      prints, child's activity books, and storage case. One copy of  
                         each of the following enrichments books is included:
- Going to School              In Our Class  
About Our School              In Our School
- Circulation period 4-6 weeks, suggested for K-1.
- KT                      Experimental Development Program, Unit C: You and Others, Benefic  
ELEM                      Press. Program includes a teacher's book with study prints,  
CE8                      child's activity books, and storage case. One copy of each  
                         of the following enrichments books is included:
- I Live in the City              Animals We Know  
Going and Coming              Community Friends
- Circulation period 4-6 weeks, suggested for K-1.
- KT                      When I Grow Up, I Want to Be . . . , Instructo. Characters, clothing  
ELEM                      and accessories for over 36 occupations for use with flannel  
CE9                      board, plus teaching guide. Circulation period 4 weeks, suggested  
                         for primary grades.
- KT                      Most Important Person, Encyclopedia Britannica. Includes film  
ELEM                      kits on Attitudes, Feelings, Getting Along with Others, and  
CE10                      Identity, featuring Hairy, Fumble, and Bird--three personalities  
                         in puppet form. Two puppet kits accompany each film kit along  
                         with activity cards, song card, record and teacher's guide.

Call No.    Kit

KT            It's O.K. To Be Me, Musical Motivators Service.  
ELEM

CELL        Films include:

KT            Attitudes

ELEM        Oops, I Made a Mistake!  
CELL-A       I'm Lonely  
             Why Not Try?  
             We Can Do It!  
             It's Not Much Fun Being Angry  
             Nothing Ever Seems to Work Out for Me

KT            Identity

ELEM        I'm the Only Me!  
CELL-B       Where Are You in Your Family?  
             How Do We Look?  
             What Do You Think You Want to Be?  
             Every Family is Special  
             The Most Important Person

KT            Feelings

ELEM        Feeling Good, Feeling Happy!  
CELL-C       I Used to Be Afraid  
             Different Kinds of Love

KT            Getting Along with Others

ELEM        Growing Up  
CELL-D       Doing Something Nice  
             Thinking of Others  
             What is a Friend?  
             What Do You Mean?  
             Living Things are All Around Us  
             Share It with Someone

KT            Educator's Kits, Let's Save the Children, Inc. Units based on  
ELEM        experience of popular black personalities. (Roberta Flack,  
JRSR        Issac Hayes, The Jackson Five, Nikki Giovanni, Flip Wilson,  
CE12        The Staple Singers, Marvin Gaye, Rev. Jesse Jackson.) Includes  
             books, teacher's guide, puzzles, and coloring books. Circula-  
             tion period 4 weeks, suggested for K-8.

KT            Compulearn Career Education Program, Random House. A battery-  
ELEM        operated console used with program cards. Helps students pro-  
JRSR        gress through series of questions on interests, career information,  
CE13        etc. Includes educator guides, student guides, bibliographies,  
             career index, console and program cards. Circulation period 3  
             weeks, suggested for K-2.

Call No.    Kit

Off We Go to the . . . , by Guidance Associates. Provides a "field trip" to the designated places through filmstrips and cassettes, meanwhile it is unlocking the door of interest to the world of work. Circulation period 1 week, suggested for elementary level. Titles include:

KT                    Off We Go to the Auto Proving Ground

ELEM

CE14

KT                    Off We Go to the Bike Factory

ELEM

CE15

KT                    Off We Go to the Aquarium

ELEM

CE16

KT                    The Paycheck Puzzle, by Guidance Associates. A two part series  
ELEM                    with Part I explaining automatic and voluntary payroll deductions,  
JRSR                    and Part II examining types and variations of benefits young  
CE17                    workers may encounter. Circulation period 1 week, suggested  
                         for K-12.

KT                    Jobs and Gender, by Guidance Associates. Explores how sexual  
ELEM                    barriers and stereotypes have influenced men's and women's  
JRSR                    vocational choices; discusses changing concepts of "masculine"  
CE18                    and "feminine" work roles through male teachers, a male nurse,  
                         etc. Circulation period 1 week, suggested for K-12.

KT                    Career Awareness Series, by Educational Activities, Inc. This  
ELEM                    series explores the world of work and introduces students to  
CE19                    many careers.

Titles include:

School Workers  
Susan Goes to the Hospital  
Building a Building  
A Visit to the Airport

Circulation period 4 weeks, suggested for elementary level.

# ELEM PERIODICALS

<u>Volume and Number</u>	<u>Name Publisher</u>
Specimen Set	"A Highway to Work and Play," McKnight Publishing Company. A specimen set containing a teacher's guide with content of all 16 issues plus two full size sample copies for each level, 1-6. Circulation period 3 weeks, suggested for teachers of grades 1-6.
P ELEM JRSR May 73 June/July 73 Sept./Oct. 73 Nov. 73 Dec. 73 Jan./Feb. 74 Mar. 74 Apr./May 74	CAREER EDUCATION DIGEST, Educational Properties, Inc. Monthly magazine of information and materials related to career education. Circulation period 2 weeks, suggested for teachers, counselors, and administrators.
	LET'S FIND OUT, Scholastic Magazines. Samples of two issues of student magazine with teaching aide and teacher's edition. Circulation period 4 weeks, suggested for K. Consists of:
VII-1 Oct. 72	The City Halloween Water Pipes
VIII-5 Feb. 74	About Houses —3 Parts

## ELEM POSTERS

<u>Call No.</u>	<u>Poster</u>
PA ELEM JRSR CE1	Career Education Model K-Adult, Education Properties, Inc. In chart form. Lists of the elements and goals of career education, and the means of achieving these goals by grade level. Circulation period 2 weeks, suggested for teachers, counselors and administrators.
PA ELEM CE2	Community Helpers Bulletin Board Cutouts, Trend Enterprises. Figures ranging up to 27" of seven community workers. Circulation period 4-6 weeks, suggested for primary level.
PA ELEM CE3	Transportation posters, Trend Enterprises. Eight full color, 21" X 29" glossy posters and detailed resource guide showing over 85 different vehicles incorporated into the following settings: a farm, harbor, airport, lake, a suburban and an urban neighborhood and industrial area. Circulation period 4-6 weeks, suggested for primary level.
PA ELEM CE4	Mothers Do Many Kinds of Work, Scott, Foresman and Company. Eight copies of poster showing mothers in various work situations. Circulation period 4 weeks, suggested for primary and intermediate levels.

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# ELEM REALIA

<u>Call No.</u>	<u>Realia</u>
RE ELEM CE1	Coping Saws (12 Saws) with extra blades. Circulation period 4 weeks, suggested for students at all age levels.
RE ELEM CE2	Hats  Fireman's Helmet Fatigue Cap Flight Cap Two Officer's Flight Caps  Circulation period 2 weeks (may be checked out individually), suggested for elementary students.
RE ELEM CE3	Tool Chest. Complete with many tools necessary for completing projects in the <u>Carpentry for Children</u> book, which is also available in the Career Education Resource Library. Circulation period 2 weeks, suggested for elementary level.
RE ELEM CE4	Footnotes to Community Helpers, by Wilson Corporation. Six records designed to provide the elementary school child with an awareness and an appreciation of the contributions made by "community helpers." Circulation period 2 weeks, suggested for elementary level.

## ELEM GAMES AND PUZZLES

### Call No.

### Games and Puzzles

- GA  
ELEM  
CE1      Motor Expressive Cards I and II, Developmental Learning Materials. Each contains one instructional sheet and thirty cards to be used to stimulate development of motor and visual coordination and also to encourage verbalization of ideas. Example: picture of hammer associated with picture of nail. Circulation period 2 weeks, suggested for primary and lower intermediate levels.
- GA  
ELEM  
CE2      Shopping Lists Game, Developmental Learning Materials. Contains shopping lists associated pictures, play money, instructional sheet and card holder; allows the student to learn word-picture association, utilize alphabetizing skills and develop his vocabulary. Circulation period 2 weeks, suggested for primary and intermediate levels.
- GA  
ELEM  
CE3      Building Match-ups, Developmental Learning Materials. The match-up cards help to develop readiness skills such as discrimination, memory and language, also includes instructional sheet. Each card pictures a building housing a business while the small cards depict an associated object or person. Includes a drug store, grocery, music store, clothing store, hotel, medical building, factory and gas station. Circulation period 2 weeks, suggested for primary and intermediate levels.
- GA  
ELEM  
CE4      Job Puzzles, Developmental Learning Materials. Eight puzzles to help a child develop body concept and visual attention to pictures. Includes a mailman, nurse, teacher, fireman, football player, farmer, policeman, painter.
- GA  
ELEM  
CE5      Occupational Puzzles, Playskool. Durable puzzles showing the following occupations: waitress, fireman, milkman, doctor, nurse, patrolwoman, postman, grocer, baker, and farmer. Circulation period 2 weeks, suggested for primary level.

# SOURCES of CAREER and OCCUPATIONAL INFORMATION

## SOURCES OF CAREER AND OCCUPATIONAL INFORMATION

Listed below are recognized sources of accurate and relevant career information for each of the occupational areas. These materials can be obtained without charge.

### Accounting - For more information write:

National Society of Public Accountants  
1717 Pennsylvania Avenue, N.W.  
Washington, DC 20006

American Institute of Certified Public Accountants  
666 Fifth Avenue  
New York, NY 10019

Accounting Career Council  
National Distribution Center  
P.O. Box 650, Radio City Station  
New York, NY 10019

National Association of Accountants  
505 Park Avenue  
New York, NY 10022

Financial Executives Institute  
50 West 44th Street  
New York, NY 10036

The Institute of Internal Auditors  
170 Broadway  
New York, NY 10038

### Advertising, Marketing, and Public Relations - For more information write:

American Association of Advertising Agencies  
200 Park Avenue  
New York, NY 10017

American Advertising Federation  
1225 Connecticut Avenue, N.W.  
Washington, DC 20036

American Marketing Association  
230 North Michigan Avenue  
Chicago, IL 60601

Public Relations Society of America, Inc.  
845 Third Avenue  
New York, NY 10022

Association of Industrial Advertisers  
41 East 42nd Street  
New York, NY 10017

Small Business Administration  
Washington, DC 20416

Service Department  
Public Relations News  
127 East 80th Street  
New York, NY 10021

### Aerospace and Aviation - For more information write:

American Institute of Aeronautics and Astronautics  
1290 Avenue of the Americas  
New York, NY 10019

Air Transport Association of America  
1000 Connecticut Avenue, N.W.  
Washington, DC 20036

General Aviation Manufacturers Association  
1025 Connecticut Avenue, N.W.  
Washington, DC 20036

### Agribusiness and Natural Resources - For more information write:

American Farm Bureau Federation  
225 Touhy Avenue  
Park Ridge, IL 60068

American Society of Agricultural Engineers  
2950 Niles Road  
St. Joseph, MI 49085

American Society of Animal Science  
39 Sheridan Avenue  
Albany, NY 12210

U.S. Department of the Interior  
Fish & Wildlife Service  
Bureau of Sports, Fisheries & Wildlife  
Washington, DC 20240

U.S. Department of Agriculture  
Forest Service  
633 W. Wisconsin Avenue  
Milwaukee, WI 53203

National Forest Products Association  
1619 Massachusetts Avenue, N.W.  
Washington, DC 20036

Missouri Dept. of Conservation  
Jefferson City, MO 65101

Automotive - For more information write:

Educational Affairs Department  
Ford Motor Company  
The American Road  
Dearborn, MI 48121

U.S. Electrical Motors, Inc.  
200 E. Slawson Avenue  
Los Angeles, CA

Ford Motor Company  
Motion Picture Department  
American Road  
Dearborn, MI 48121

General Motors Corporation  
Room 1-101, General Motors Building  
Detroit, MI 48202

Architecture - For more information write:

Association of Collegiate Schools  
of Architecture  
1785 Massachusetts Avenue, N.W.  
Washington, DC 20036

The American Institute of Architects  
1735 New York Avenue, N.W.  
Washington, DC 20006

The American Institute of Architects  
1785 Massachusetts Avenue, N.W.  
Washington, DC 20036

Banking, Finance, and Investment -  
For more information write:

The American Bankers Association  
1120 Connecticut Avenue, N.W.  
Washington, DC 20036

Investment Counsel Association of  
America, Inc.  
127 East 59th Street  
New York, NY 10022

National Consumer Finance Association  
1000 16th Street, N.W.  
Washington, DC 20036

National Association of Bank Women, Inc.  
National Office  
111 E. Wacker Drive  
Chicago, IL 60601

Federal Deposit Insurance Corporation  
Director of Personnel  
550 17th St., N.W.  
Washington, DC 20429

"How Our Banks Help Our City"  
Manufacturers Hanover Trust Company  
Publications Department  
350 Park Avenue  
New York, NY 10022

Business and Office Services -  
For more information write:

Administration Management Society  
Publications Department  
Willow Grove, PA 19090

American Management Association  
135 West 50th Street  
New York, NY 10020

National Association of Purchasing  
Management  
11 Park Place  
New York, NY 10001

National Secretaries Association  
(International)  
616 East 63rd Street  
Kansas City, MO 64110

Communication and Media -  
For more information write:

American Newspaper Publishers  
Association Foundation  
750 Third Avenue  
New York, NY 10017

Sigma Delta Chi, National Professional  
Journalism Society  
35 East Wacker Drive  
Chicago, IL 60601

Education Council of the Graphic Arts,  
Inc.  
4615 Forbes Avenue  
Pittsburgh, PA 15213

Modern Language Association  
60 Fifth Avenue  
New York, NY 10011

American Library Association  
50 East Huron Street  
Chicago, IL 60611

National Association of Broadcasters  
1771 N Street, N.W.  
Washington, DC 20036

Construction - For more information  
write:

Associated Builders and Contractors, Inc.  
P.O. Box 698  
Glen Burnie, MD 21061

Weyerhaeuser  
Cliff Building  
Tacoma, WA 98401

National Association of Home Builders  
1625 L Street, N.W.  
Washington, DC 20036

Data Processing and Computer -  
For more information write:

Data Processing Management Association  
505 Busse Highway  
Park Ridge, IL 60068

American Federation of Information  
Processing Societies, Inc.  
210 Summit Avenue  
Montvale, NJ 07645

Automation Institute of America, Inc.  
760 Market Street, Suite 600  
San Francisco, CA 94102

Association of Computing Machinery  
1133 Avenue of the Americas  
New York, NY 10036

Education - For more information write:

National Education Association  
1201 16th Street, N.W.  
Washington, DC 20036

American Federation of Teachers  
1042 14th Street, N.W.  
Washington, DC 20005

Association for Childhood Education  
International  
3615 Wisconsin Avenue, N.W.  
Washington, DC 20015

The Council for Exceptional Children  
Suite 900  
1411 South Jefferson Davis Highway  
Arlington, VA 22202

Audio Dynamic Research Inc.  
1219 E. 11th Street  
Pueblo, CO 81001

American School Counselor Association  
1607 New Hampshire Avenue, N.W.  
Washington, DC 20009

The Zaner Bloser Company  
612 N. Park Street  
Columbus, OH 43215

U.S. Department of Health, Education  
and Welfare  
Office of Education  
Washington, DC 20015

The College Placement Council, Inc.  
P.O. Box 2263  
Bethlehem, PA 18001

Special Education Majors  
Order "Speaking over Barriers"  
S. Western Bell Company  
1625 Grand Avenue  
Kansas City, MO 64106

Electronics - For more information  
write:

National Alliance of Television and  
Electronics Service Association  
5908 S. Troy Street  
Chicago, IL 60629

General Electric Company  
P.O. Box 58408  
Houston, TX 77058

Electronics Industries Association  
2001 Eye Street, N.W.  
Washington, DC 20006

Westinghouse Electrical Corp.  
School Service  
306 Fourth Avenue  
Pittsburgh, PA 15213

Engineering - For more information  
write:

Engineers' Council for Professional  
Development  
345 East 47th Street  
New York, NY 10017

American Institute of Industrial  
Engineers, Inc.  
United Engineering Center  
345 East 47th Street  
New York, NY 10017

American for Engineering Education  
1346 Connecticut Avenue, N.W.  
Washington, DC 20036

American Institute of Chemical Engineers  
345 East 47th Street  
New York, NY 10017

Institute of Electrical and Electronics  
Engineers, Inc.  
345 47th Street  
New York, NY 10017

The American Society of Mechanical  
Engineers  
United Engineering Center  
345 East 47th Street  
New York, NY 10017

The Society of Mining Engineers of AIME  
345 East 47th Street  
New York, NY 10017

American Society of Civil Engineers  
345 East 47th Street  
New York, NY 10017

Environment - For more information write:

Institute of Environmental Sciences  
940 East Northwest Highway  
Mt. Prospect, IL 60058

National Environmental Health  
Association  
1600 Pennsylvania Street  
Denver, CO 80203

Society of American Foresters  
1010 16th Street, N.W.  
Washington, DC 20036

The American Forestry Association  
1319 18th Street, N.W.  
Washington, DC 20036

American Geological Institute  
2201 M Street N.W.  
Washington, DC 20037

Interagency Board of U.S. Civil Service  
Examiners for Washington, DC  
1900 E Street, N.W.  
Washington, DC 20415

American Meteorological Society  
45 Beacon Street  
Boston, MA 02108

American Geophysical Union  
2100 Pennsylvania Avenue, N.W.  
Washington, DC 20037

Packet of Teaching Materials  
Western Wood Products Association  
700 Yeon Building  
Portland, OR 97204

International Oceanographic Foundation  
1 Rickenbacker Causeway  
Virginia Key  
Miami, FL 33149

U.S. Civil Service Commission  
Washington, DC 20250

Employment Division  
Office of Personnel  
U.S. Department of Agriculture  
Washington, DC 20250

Ecology - For more information write:

The Garden Club of America  
598 Madison Avenue  
New York, NY 10022  
(Ask for "The World Around You Environmental Education Packet")

California Redwood Association  
617 Montgomery Street  
San Francisco, CA 94111

McDonald's Ecology Action Packet  
P.O. Box 2344  
Kettering, OH

Arkansas Department of Parks & Tourism  
149 State Capitol  
Little Rock, AR 72201

The Wildlife Society, Ste. S-176  
3900 Wisconsin Avenue, N.W.  
Washington, DC 20016

Ecological Society of America  
Department of Botany  
Southern Illinois University  
Carbondale, IL 62901

Soil Conservation Society of America  
7515 N. E. Ankeny Road  
Ankeny, IA 50021

Soil Conservation Service  
U.S. Department of Agriculture  
Washington, DC 20250

Food Service and Processing - For more information write:

Institute of Food Technologists  
176 West Adams Street  
Chicago, IL 60603

Quaker Oats  
Box 5855  
Chicago, IL 60677

Sunkist Growers  
Consumer Service  
P.O. Box 7888  
Valley Annex, Van Nuys, CA 91409

American Meat Institute  
59 East Van Buren Street  
Chicago, IL 60605

National Dairy Council  
111 North Canal Street  
Chicago, IL 60606

The Institute of Food Technologists  
Suite 2120  
221 North LaSalle Street  
Chicago, IL 60601

Government - For more information write:

United States Civil Service Commission  
c/o Superintendent of Documents  
U.S. Government Printing Office  
Washington, DC 20402

Superintendent of Documents  
U.S. Government Printing Office  
Washington, DC 20402

Health and Medicine - For more information write:

American Hospital Association  
840 North Lake Shore Drive  
Chicago, IL 60611

National Health Council, Inc.  
1740 Broadway  
New York, NY 10019

American Medical Record Association  
875 North Michigan Avenue, Suite 1850  
Chicago, IL 60611

American Association of Medical Assistants  
200 East Ohio Street  
Chicago, IL 60611

American Medical Association  
Department of Health Manpower  
535 North Dearborn Street  
Chicago, IL 60610

American Dental Association  
Council on Dental Education  
211 East Chicago Avenue  
Chicago, IL 60611

American Dietetic Association  
Publications Department  
620 North Michigan Avenue  
Chicago, IL 60611

National Association for Mental Health  
10 Columbus Circle  
New York, NY 10019



Crest (Dental & Health)  
c/o Proctor & Gamble  
Cincinnati, OH 45202

Modern Talking Picture Service  
2323 Hyde Park Road  
New Hyde Park, NY 11040  
"Dudley the Dragon" (Dental Health)  
Film, 30 minutes

National League for Nursing  
10 Columbus Circle  
New York, NY 10019

American Optometric Association  
7000 Chippewa Street  
St. Louis, MO 63119

American Physical Therapy Association  
1156 15th Street, N.W.  
Washington, DC 20005

Registry of Medical Technicians  
P.O. Box 4872  
Chicago, IL 60680

Hospitality and Recreation -  
For more information write:

National Recreation and Park  
Association  
1700 Pennsylvania Avenue, N.W.  
Washington, DC 20006

American Hotel and Motel Association  
Kellogg Center  
East Lansing, MI 48823

Arkansas Department of Parks & Tourism  
149 State Capitol  
Little Rock, AR 72201

American Association for Health, Physical  
Education and Recreation  
1201 16th Street, N.W.  
Washington, DC 20036

Industry, Machine and Tool Trades -  
For more information write:

The American Society for Metals  
Metals Park, OH

Scientific Apparatus Makers Association  
370 Lexington Avenue  
New York, NY 10017

U.S. Steel Corporation  
525 William Penn Place  
Pittsburg, PA

Insurance Occupations -  
For more information write:

National Association of Public  
Insurance Adjusters  
1613 Munsey Bldg.  
Baltimore, MD 21202

Institute of Life Insurance  
277 Park Avenue  
New York, NY 10017

Insurance Information Institute  
100 William Street  
New York, NY 10038

John Hancock Mutual Life Insurance  
Company  
200 Berkley Street  
Boston, MA 02117

Mathematics Occupations -  
For more information write:

American Mathematical Society  
P.O. Box 6248  
Providence, RI 02904

Mathematical Association of America  
1225 Connecticut Avenue  
Washington, DC 20036

Association for Computing Machinery  
1133 Avenue of the Americas  
New York, NY 10036

Society for Industrial and Applied  
Mathematics  
33 South 17th Street  
Philadelphia, PA 19103

Personal Services - For more  
information write:

U.S. Army Recruiting  
Main Station  
2420 Broadway  
Kansas City, MO 64108  
(Posters, uniforms)

Society of American Florists  
901 North Washington Street  
Aldexandria, VA 22314

Retail Jewelers of America, Inc.  
1025 Vermont Avenue, N.W.  
Washington, DC 20005

Gemological Institute of America  
11940 San Vicente Blvd.  
Los Angeles, CA

National Society of Interior Designers  
315 East 62nd Street  
New York, NY 10021

Institute of Life Insurance  
277 Park Avenue  
New York, NY 10017

Associated Master Barbers and Beauti-  
cians of America  
219 Greenwich Road  
Charlotte, NC 28211

American Institute of Laundering  
Joliet, IL 60434

Sales - For more information write:

National Automobile Dealers Association  
2000 K Street  
Washington, DC 20006

National Association of Real Estate  
Boards  
155 East Superior Street  
Chicago, IL 60611

The National Retail Merchants Association  
100 West 31st Street  
New York, NY 10001

The National Association of  
Wholesaler, Distributors  
1725 K Street, N.W.  
Washington, DC 20006

Sales and Marketing Executive International  
Student Education Division  
630 Third Avenue  
New York, NY 10017

Science - For more information write:

American Astronomical Society  
211 Fitz Randolph Road  
Princeton, NJ 08540

American Institute of Biological  
Sciences  
3900 Wisconsin Avenue, N.W.  
Washington, DC 20016

Entomological Society of America  
4603 Calvert Road  
College Park, MD 20740

American Society for Microbiology  
1913 I Street, N.W.  
Washington, DC 20036

American Geological Institute  
2201 M Street, N.W.  
Washington, DC 20036

Society of Exploration Geophysics  
Box 3098  
Tulsa, OK 74101

The American Meteorological Society  
45 Beacon Street  
Boston, MA 02108

American Society of Horticulture  
Science  
615 Elm Street  
St. Joseph, MI 49085

Birds  
Massachusetts Audubon Society  
Lincoln, MA 01773

Gulf Oil Corporation  
P.O. Box 1166  
Pittsburg, 30, PA

Manufacturing Chemists' Association, Inc.  
1825 Connecticut Avenue, N.W.  
Washington, DC 20009

American Institute of Physics  
335 East 45th Street  
New York, NY 10017

Interagency Board of U.S. Civil Service  
Examiners for Washington, DC  
1900 E Street, N.W.  
Washington, DC 20415

The Association of American Railroads  
Public Relations Department  
1920 L Street, N.W.  
Washington, DC 20036

Social Science Occupations - For more  
information write:

Ford Motor Company  
The American Road  
Dearborn, MI 48121

The American Anthropological Association  
1703 New Hampshire Avenue, N.W.  
Washington, DC 20009

Smithsonian Institute  
Washington, DC 20560

American Economic Association  
1313 21st Avenue South  
Nashville, TN 37212

The Foreign Service in the Seventies  
U.S. Department of State  
Washington, DC 20520  
Publication 8535 (Free)

Association of American Geographers  
1710 16th Street, N.W.  
Washington, DC 20009

Denoyer-Geppert  
5235 Ravenswood Avenue  
Chicago, IL 60640  
(Chart of map and globe skills)

Social Work - For more information write:

National Association of Social Workers  
1425 H Street, N.W.  
Washington, DC 20005

National Center for Church Vocations  
1307 South Wabash Avenue  
Chicago, IL 60605

Transportation - For more information  
write:

Continental Trainways  
P.O. Box 730  
Wichita, KS 67202

American Trucking Association  
1616 P Street, N.W.  
Washington, DC 20036

# FIELD TRIP PROCEDURES, GUEST SPEAKERS, and FIELD TRIP SITES LISTING

## CRITERIA FOR USING THE COMMUNITY RESOURCES

- A. Using the resources of the community as a source of learning experiences depends upon what type of experience is most appropriate at the time in terms of desirable learnings.
  - 1. Often reading books, student discussion, laboratory time or lectures, represent efficient and effective forms of learning experiences.
  - 2. The above experiences can be sterile and may not result in effective learning. Community resources frequently provide a type of motivation that is of great value.
- B. The community should be used as a learning laboratory only when the time is adequate to permit pre-planning and post-evaluation.
  - 1. A considerable amount of time should be spent pre-planning all field trips. (A poorly planned field trip may serve no practical learning experience other than the fun the student has of being away from school.)
  - 2. The teachers and pupils should cooperatively establish the values to be gained.
  - 3. Attention should be given to the important things that pupils should look for as well as questions they might ask.
  - 4. Post-trip evaluation should be made to determine if objectives were met.
- C. The group should be kept small. Teacher aides and parental assistance could be utilized to achieve small group learning experiences.
- D. Field trips are not always necessary. Other times resource speakers may be brought to the classroom.
- E. Comply with your school districts policy statement concerning the utilization of community resources.

## FIELD TRIP PROCEDURES

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear and taste. Talking about careers may be somewhat informative but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that could not be done and seen in the classroom.

Some of the purposes of a field trip are as follows:

1. Having student develop an awareness of the many different workers in the community
  - a. Home
  - b. School
  - c. Neighborhood
  - d. Local or nearby town
2. Helping them observe working conditions
3. Helping them develop an awareness of the interdependence of workers

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip
2. Teacher and/or committee of pupils make the trip first (if feasible)
  - a. Get idea of time involved
  - b. Find out who the people are
  - c. Find out the problems to be met
  - d. Find out what background information students should have

3. Make plans for transportation

- a. What kind?
- b. Who will provide it?
- c. What will it cost?

4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan the trip together.

1. Generalizations should be given

- a. Stories
- b. Pictures
- c. Role playing
- d. Class discussion

2. Student committee should gather career information.

3. Safety precautions should be discussed.

4. Behavior as guest should be made clear.

Post-trip questions should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?

2. What do these workers do each day?

3. What are their working days?

4. What kind of training do these workers need?

The class will want to write thank you notes or letters to the individual, agency or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

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## STUDY OF LOCAL OCCUPATIONS THROUGH FIELD TRIPS

1. Write letters asking permission to tour a plant.
  2. Review before each trip suggestions for acceptable behavior and what to observe.
  3. Hold a class discussion on what to observe with such questions as these in mind:
    - (1) Would I have what it takes to do that job?
    - (2) Would it meet my needs?
    - (3) Would I enjoy doing that job?
  4. Hold a panel discussion on advantages and disadvantages of work in this particular occupation.
  5. Have a teacher give a short test on information brought out during the question period on the day following the tour.
  6. Have a news release prepared by a committee after each field trip.
  7. Send a letter of thanks from the class to the guide of the plant toured.
  8. Obtain answers to the following questions from proper resource: employees, personnel department, person conducting tour.
    1. What educational background did the person have to get the job?
    2. What responsibility does each employee have to his respective department?
    3. What are the fringe benefits?
    4. How is the rate of pay determined?
    5. What are the working conditions?
    6. What are some of the operational aspects of the store or industry?
- NOTE: These questions are suggestions as to what type of information is desired. It is obvious that you can add to or modify the list. It is recommended that one class period be devoted to planning the field trip.
9. It is recommended that one class period be devoted to an evaluation or discussion of what was learned from the field trip. (What are you going to talk about when you come back?)

### Discussion:

1. What are you going to try to learn?
2. Ask students what they want to learn.
3. Have an objective of what you plan to do with the information you obtain.



## SUGGESTED GUIDELINES FOR THE SPEAKER

After scheduling the speaker, date and time, the teacher should:

- A. Supply the resource speaker with the following information about the class: grade level or ability levels, group interests and educational goals.
- B. Ask the speaker to encourage the students to stay in school and to stress the importance of a high school diploma.
- C. State total time available.
  1. Tell the speaker how long he may talk to the class.
  2. Request time for a question and answer period.
- D. Encourage the speaker to bring any large pictures or displays that may be suitable for illustrative purposes.
- E. Contact the speaker in advance to see if he will require any visual aid equipment or supplies from the teacher or class.
- F. Ask the speaker to cover (as it applies to his occupation):
  1. Requirements of this type of work.
  2. Hazards of this type of work (heat, cold, noise).
  3. Benefits: salary range, hours, vacations.
  4. Types of occupations which may develop in this industry.
  5. Attendance
  6. Training and education needed.
  7. What special satisfactions to be derived from this occupational area.
  8. Explain equipment used.

## GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
La Monte Community Bank	100 W. Pine La Monte, MO		347-5656				
La Monte City Hall	115 W. Pine La Monte, MO		347-5606	Visit Council Meeting the first Monday night each month			
U. S. Post Office	111 S. Main La Monte, MO		347-5450				
Benton County R-I	Cole Camp, MO	Vergil Oglevie	668-4427	No	0	0	Possibly
Bohling Grocery	Cole Camp, MO	E. G. Bohling		No	0	0	Possibly
Borchers & Heimsoth	Cole Camp, MO	Ervin Borchers	668-4923	No	0	0	Possibly
Phyllis's Beauty Shop	Cole Camp, MO	Phyllis Templeton		No	0	0	Possibly
W. K. Garage	Cole Camp, MO	Walt Weymuth	668-4421	Yes	25-30	7-12	Yes
Dala's Botique	Tipton, MO	Dala Yantz	433-2626	No	0	0	Yes
Cargill Nutrena Feeds	Smithton, Mo	Gene Hudiburg	343-5319	Yes	10	7-12	Yes
Farmer's Bank of Lincoln	Lincoln, MO	Karl Kroenke	547-3311	Yes	30	1-12	Possibly
Lincoln New Era Newspaper	Lincoln, MO	George Williams	547-3800	Yes	Inquire		Possibly
MFA Implement	Lincoln, MO	Clarence Frisch	547-3318	Possibly	Inquire		Possibly
Silver Dollar City (a blacksmith--makes things of chains & nails--plays instrument)	Silver Dollar City, MO	Mayor of Silver Dollar City					

K-6  
Would visit two buildings--one performance in each--has film on crafts of Silver Dollar City.

# GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
American Electrical Industries	Highway 50 Sedalia, MO	Russ Woodyard	827-1712	Yes	30	7-12	Yes
Archias Floral Company	4th and Park Sedalia, MO	Don King	826-4000	Yes	20	K-12	Yes
B & E Market	1701 S. Kentucky Sedalia, MO	Jim Dick	826-2188	Yes	30	3-12	No
J & J	1321 S. Limit Sedalia, MO	Jack Smith	827-2485	No	0	0	Possibl
Boonslick Regional Library	Sixth & Lamine Sedalia, MO	Ms. V. Corley	826-6195	Yes	20	K-9	Possibl
Bothwell Hospital Physical Therapy	644 E. 13 Sedalia, MO	Nevin Almquist	826-8833	Yes	7-15	7-12	Yes
Bothwell Hospital	644 E. 13 Sedalia, MO	Marie Nicholson	826-8833	Yes	20	12-16	No
Broadway Lanes, Inc.	2119 W. Broadway Sedalia, MO	Edith Simons	827-0404	Yes	Large	K-14	Possibl
Broadway Car Wash	310 W. Broadway Sedalia, MO	Dale Arms	826-0375	Yes	25-30	1-12	No
Brown, McCloskey, Buckley	309 E. Fifth St. Sedalia, MO	Mabel Glenn	826-7373	No	0	0	No
Gablevision, Inc.	600 S. Osage Sedalia, MO	Lynn Harrison	826-0933	Yes	20	5-9	Possibl

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Central Mo. Electric Co-op (R.E.A.)	N. Highway 65 Sedalia, MO	Ed Walters	826-2900	No	0	K-6	Yes
Classic Studio	6th & Kentucky Sedalia, MO	Ed Brummett	826-8888	Yes	5-10	7-12	Yes
Consumers Supermarket	Hancock & Broadway Sedalia, MO	Bill Smillie	827-3190	Yes	15	K-12	Yes
C. W. Flower	219 S. Ohio Sedalia, MO	Mrs. Austin	826-3200	Yes	15-20	11-16	Yes
Doctor of Osteopathy	1701 S. Lafayette Sedalia, MO	Dr. Joe Bennett	826-6623	Yes	5 at a time	7-12	Yes
Fire Department	Main St. & State Fair Blvd. Sedalia, MO	Ronnie Ollison	826-9058	Yes	15-20	K-12	Yes
Flat Creek Vet. Hosp.	1701 W. Main Sedalia, MO	Dr. Peacock	827-2057	Yes	10-15	K-12	Yes
Wally Frank Oil Company	3rd & Hancock Sedalia, MO	Wally Frank	826-6666	No	0	K-12	Yes
Bill Greer Body Shop	Main Street Sedalia, MO	Orval Burd	827-2162	Yes	5	10-12	No
Holiday Inn	32nd & Limit Sedalia, MO	Jim Grieshaber	826-6100	Yes	40-50	8-9	Possibl
IBEW Local 814 Credit Union	2111 W. Broadway Sedalia, MO	June Kuhlman	826-0814	Yes	6 at a time	8-12	Possibl
IGA	2042 W. Broadway Sedalia, MO	Ralph Huff	827-1452	Yes	25	K-12	Yes

1-4  
2-5  
1-2

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Industrial Loan & Investment	120 W. Fifth Sedalia, MO	Firman Boul	826-4800	Yes	25	7-12	Yes
Jim's Garden Center	1000 W. Main Sedalia, MO	James L. Foster	826-4411	Yes	15	4-9	Possibly
Bob Johnson TV & Appliance	2907 W. Broadway Sedalia, MO	Ray Thompson Paul Johnson	827-2326	Yes	15-20	7-12	Possibly
KDRO Radio	W. Highway 50 Sedalia, MO	Herb Brandes	826-5005	Yes	15-30	K-12	Yes
Kim Originals	2500 E. Broadway Sedalia, MO	Bill Cline	826-2500	Yes	15	K-12	Possibly
KMOS TV Station	2100 W. Broadway Sedalia, MO	Stuart Gressley	826-1651	Yes	15	K-12	Yes
KSIS Radio	N. 65 Highway Sedalia, MO	Carl Yates	826-1050	Yes	10	K-14	Yes
Lacuma Builders, Inc.	1806 W. 11th Sedalia, MO	Bob Cook	826-0522	No	0	0	Yes
Lamm, Barnett, Crawford, Barnes, Fritz Law Firm	118 W. Fifth Sedalia, MO	Donald Barnes	826-5428	No	0	11-12	Yes
Lee's Archery Manufacturing	Route 2 Sedalia, MO	LeRoy Young	826-6762	Yes	20	7-16	No
Magistrate Judge Pettis County	901 S. Vermont Sedalia, MO	Hazel Palmer	826-8816	No	0	11-12	Yes
Mathingly's Variety Store	218 S. Ohio Sedalia, MO	Bill Stratton	826-5270	Yes	20	7-12	Possibly

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Merle Norman Cosmetics	120 S. Ohio Sedalia, MO	Sandra Boul	826-6430	No	0	11-16	Yes
MFA Claims Adjustment Office	2002 W. 14th Sedalia, MO	Steve Overman	827-0670	No	0	0	Yes
MFA Insurance	1817 W. Broadway Sedalia, MO	Vic Ohman	445-8441	Yes	20	11-16	No
Missouri Division of E. S.	215 E. Fifth Sedalia, MO	Bill Giles	826-8184	Yes	25	11-12	Yes
Missouri State Bank	917 S. Limit Sedalia, MO	William Claycomb	826-1213	Yes	20-25	4-12	Possibly
Missouri State Fair	Box 111 Sedalia, MO	Myrna Ragar	826-0570	Yes	30	3-7	Possibly
Ollison's Garage	2809 E. 12th Sedalia, MO	Keith Ollison	826-4077	No	0	0	Yes
Pepsi-Cola Bottling	2910 W. Broadway/ Sedalia, MO	W. C. Ream	826-8144	Yes	30	4-9	Possibly
Pettis County Ambulance	626 E. Fifth Sedalia, MO	Joe Wasson	826-5316	Yes	10-15	6-12	Possibly
Post Office	405 E. Fifth Sedalia, MO	Roy Hinton	826-8887	Yes	25-30	4-9	Possibly
Ramada Inn	3501 W. Broadway Sedalia, MO	Darrell Olsen	826-8400	Yes	15	5-12	Possibly
Rest Haven Retirement Home	1800 Ingram Sedalia, MO		827-0845	Yes	10	1-9	Possibly
Retail Bakery	Sixth & Ohio Sedalia, MO	Mr. Mallory	826-6920	Yes	20	K-9	Possibly

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
R. J. Reynolds, Inc.	Sedalia, MO	Harold R. Roseman	827-3395	No	0	3-12	Yes
Rick's Body Shop	Route 2 Sedalia, MO	Rick Greer	826-1157	Yes	25-30	7-12	No
Rival Manufacturing	16th & Lamine Sedalia, MO	Jim Houchen	826-6600	Yes	15	4-12	Yes
Rival Manufacturing	Miller's Park Plaza Sedalia, MO	Nyra Price	827-3860	No	0	0	Yes
Sears	110 W. Third Sedalia, MO	Finis Galloway	826-6500	Yes	10	7-12	Yes
Sedalia Computer Service	210 E. 7th Sedalia, MO	Larry McRoy	827-1990	Yes	10-15	0-12	Yes
Sedalia Democrat	700 S. Massachusetts Sedalia, MO	Don Keller	826-1000	Yes	15	K-16	No
Sedalia, Implement	2205 S. Limit Sedalia, MO	John Joy	826-0466	Yes	15-25	7-12	Yes
Sedalia, Memorial Airport	E. Highway 50 Sedalia, MO	James Addas	826-9796	Yes	Small	K-14	Possibly
Sedalia Police	Third & Osage Sedalia, MO	Bill Miller	826-0214	Yes	10-15	1-14	Yes
Sedalia Sheriffs Department	Pettis County Court House Sedalia, MO	Mr. Don Stratton Mr. Emmett Fairfax	827-0052	No	0	0	Yes
Sedalia Water Department	111 W. Fourth Sedalia, MO	C. H. Taylor	826-1234	Yes	15	6-9	Possibly

id Shop

	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
	1716 W. Ninth Sedalia, MO	Al Reese	827-2223	Yes	20	K-12	Yes
Southwestern Bell Telephone	220 E. Fifth Sedalia, MO	Bob Johnson	826-9800	Yes	25	K-12	Yes
State Fair Community College	1900 Clarendon Road Sedalia, MO	Fred Davis	826-7100	Yes Check with Betty Blackwell	5-10	9-12	Yes
The Craft Shop	318 S. Ohio Sedalia, MO	Mrs. Boatman	827-3041	Yes	15-20	5-12	Possibly
Third National Bank	301 S. Ohio Sedalia, MO	Bob McDonald	827-3333	Yes	30-40	6-9	Possibly
Town & Country Shoes	201 N. Missouri Sedalia, MO	Charles Rayl Ken Grott	826-4490	Yes			
Robert A. Treuner Masonry Company	1703 E. Seventh Sedalia, MO	Robert Treuner	827-1474	No	0	0	Yes
Tullis Hall Dairy Company	541 E. Fifth Sedalia, MO	Mr. Funnell	826-3030	Yes	10	3-12	No
U. S. Army Recruiting Station	514 S. Ohio Sedalia, MO	Jerry Zahner	826-8879	No	0	0	Yes
Walker Publishing Company	2016 S. Main Sedalia, MO	Mark Kitch	826-8200	Yes	15	5-12	Yes
Wilken Music	Thompson Hills Sedalia, MO	Mr. Wilken	826-9356	Yes	10	4-12	Yes
Zephyr Manufacturing	400 W. Second Sedalia, MO	C. M. Huddleston	826-0352	Yes	10-15	4-9	Possibly



# GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Farmers & Merchants Bank	Main Street Green Ridge, MO	Bob Roach	527-3311	Yes	15-20	K-12	No
Flossie's Beauty Shop	Green Ridge, MO	Flossie Ream	527-3435	Yes	3-4	7-12	No
Green Ridge Lumber Company	Green Ridge, MO	Robert Carlson	527-3412	Yes	20-25	K-12	No
Green Ridge News	Green Ridge, MO	Jim Stark	527-3512	Yes	3-4	3-12	Yes
Green Ridge Post Office	Green Ridge, MO	Melvin Ream	527-3385	Yes	20-25	K-12	No
M.F.A. Exchange	Green Ridge, MO	Stan Bowlfin	527-3313	Yes	15-20	K-12	Yes
Warren Grocery	Green Ridge, MO	Mr. Warren	527-3317	No	0	0	No
Rodewald's Cafe	Green Ridge, MO	Steve Rodewald	527-3662	Yes	15-20	K-12	Yes

## GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Ault's Skelly Station	1570 S. Odell Marshall, MO	Bob Ault	886-6792	Yes	20	7-9	No
Banquet Foods	253 W. Marion St. Marshall, MO	Caton Martin	886-3301	Yes	20	4-9	Possibly
Gordon Buckner	305½ E. North Marshall, MO		886-3408	Africa and Coin Col. Ham Radio			Yes
Cargill Inc.	324 N. Odell Marshall, MO	Jack Hartwick	886-7466	Yes	20-25	9	Possibly
DeKalb Ag. Research	830 N. Miami Marshall, MO	Don Wert	886-7438	Yes	10-40	5-9	Possibly
Democrat News	121 N. Lafayette Marshall, MO	Jerry Arnett	886-2233	Yes	25	7-9	Yes
Emma Creamery	Emma, MO	Homer Dierking		Yes	25	3-6	No
Farmers Savings Bank	102 E. Arrow Marshall, MO	Ed Gordon	886-7477	Yes	25	7-9	Yes
Fitzgibbon Hospital Nursing	868 S. Brunswick Marshall, MO	Lillian Best	886-7433	No	0	0	Yes
Steve Hartwig	623 N. Lake Drive Marshall, MO		886-7866	Merchandising with emphasis on shoplifting			Yes
Heinzler Brothers Welding	264 S. Salt Pond Marshall, MO	Frank Heinzler	886-7775	Yes	20-25	7-9	No
Harold Hoey	1425 E. Eastwood Marshall, MO		886-2921	No		Conservation Show Film	Yes

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NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
KMO-KMFL Radar & Instruments	W. Highway 65 Marshall, MO	Mr. Douglas Jack Abdon	886-7422	Yes Yes	20-25 20-25	7-9 3-6	Yes Yes
Marshall Chamber of Commerce	214 N. Lafayette Marshall, MO	Leo Hayob	886-7464	No	0	7-9	Yes
Marshall Floral & Greenhouse	160 W. Summit Marshall, MO	Juanita Dametz Gerri Sue Watts	886-7177	Yes Floral arrangement	20	7-9	Yes Yes
Marshall Inn	Highway 65 & Vest Marshall, MO	Dewey McKinney	886-7417	Yes	20-25	K-6	Possibly
Marshall State School and Hospital	E. Slater Marshall, MO	M. L. Daughty	886-2202	Yes	30	12-16	Possibly
MFA Research Farm	Route 1 Marshall, MO	Jim Claxton Carter Shannon	886-3668	Yes	20-25	6-12	Possibly
Missouri Valley College	500 E. College Marshall, MO	Steve Woods	886-6924	No	0	9-12	Yes
Municipal Utilities	765 W. North Marshall, MO	Robert Hayob Hubert Hinton	886-5588	Yes	20-25	K-12	No
James Nisely Lab. Technician	Odell Clinic Marshall, MO		886-3366	No	0	0	Yes
Post Office	205 N. Lafayette Marshall, MO	Mr. Weislocker	886-6200	Yes	25	7-9	No
Professional Gym Inc. Plant	805 Cherokee Lane Marshall, MO	Ray Mach	886-3042	Yes	20-25	4-12	No
Steve Rimmer	417 E. Highlander Marshall, MO		886-6124	No	Vietnam Police		Yes

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Tygart & Arth Body Shop	207 E. Fille Marshall MO	Ray Arth	886-3033	Yes	25	7-8	Yes
Wilson's Company, Inc.	Box 340 Marshall, MO	Don Rutter	886-5522	Possibly	12	7-12	Possibl
Wood & Huston Bank	27 North Street Marshall, MO	Mitchell Giesler	886-5575	Yes	25	7-9	Yes

## GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Attorney at Law	Warsaw, MO	Edwin Brady	438-5116	No	0	0	Possibly
Benton County Enterprise	Warsaw, MO	Hahlon White	438-6312	No	0	0	Possibly
Benton County R-IX	Warsaw, MO	John Boise	438-7351	No	0	8-10	Yes
Brick Mason	RFD 3 Warsaw, MO	Lee Slavens	438-5360	No	0	0	Possibly
Creasy's Insurance	Warsaw, MO	Gordon Creasy	438-5621	No	0	0	Yes
District Conservation Soil Conservation Serv. Dept. of Agriculture	Warsaw, MO	Dan Philbrick	438-6611	No	0	0	Yes
DeLong Dry Goods	Warsaw, MO	Mrs. DeLong	438-5307	No	0	0	Possibly
Durham Chevrolet	Warsaw, MO	Cloyd Durham	438-5133	Yes	10	8-12	Yes
Estes' 66 Station	Warsaw, MO	Gary Estes	438-6022	No	0	0	Possibly
Fajen's Inc.	Warsaw, MO	Mary Wray	438-5111	Yes	30	1-12	Possibly
Model Cleaners	Warsaw, MO	Richard Kingma	438-5831	Yes	20	K-12	No
Reinhart Fajen, Inc.	Warsaw, MO	Eloise Atkins	438-5111	Yes	20	11-16	No
Harry S. Truman Reservoir	Warsaw, MO	Edwin Elmore	438-6780	Yes (Plant trees, etc.)	25	4-6	Yes
Unitog	Warsaw, Mo	Osborne McMillen	438-5117	Yes	Arr.	7-12	No
Warsaw Auto Supply	Warsaw, Mo	Stan Intelman	438-7321	Yes	Small	1-14	No

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD		GROUP SIZE	GRADE LEVEL	GUEST	
				TRIP	TRIP			SPEAKER	SPEAKER
Warsaw Boonslick Library	Warsaw, MO	George Heizman	438-5211	Yes		25	K-12	No	
Warsaw Post Office	Warsaw, MO	Mrs. Lloyd	438-6211	Yes		15-25	K-12	No	

GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Allstate Insurance	4800 E. 63rd Kansas City, MO	John Irish	333-6800	Yes	20	11-16	No
Breech Academy-TWA	6300 Lamar Avenue Mission, KS	Mickey Holiday	842-4000	Yes	20	11-16	Yes
Business Mens Assurance	BMA Building Kansas City, MO	Almeta Wilcher	753-8000	Yes	20	11-16	No
Commerce Bank	10th & Walnut Kansas City, MO	John Wells	234-2000	Yes	20	11-16	No
Hallmark	25th & McGee Kansas City, MO	Rose A. Lightle	274-4667	Yes	20	11-16	Yes
Macy's	1034 Main Kansas City, MO	Mrs. Cullen	221-3737	Yes	20	11-16	No
Patricia Stephens Modeling Finishing School	4638 Nichols Road Kansas City, MO	Sue Peterson	531-5866	Yes	60	7-12	Yes
Missouri Pacific Railroad	210 N. 13th Street St. Louis, MO	D. M. Tutke	314-2944	Yes	Arr.	7-12	Possibly

SEP 26 1975

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# CAREER EDUCATION

Learning with a Purpose

- Career Related Activities
- Audio - Visual Material
- Sources of Career and Occupational Information
- Field Trip Sites and Guest Speakers

CE004836

ELEMENTARY 3-4 VOLUME 2

CAREER EDUCATION PROJECT  
STATE FAIR COMMUNITY COLLEGE

1900 Clarendon Road

Sedalia, Mo. 65301

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## ACKNOWLEDGMENTS

This guide represents the efforts and assistance of many people. Special appreciation is expressed to the designated elementary participants which provided expertise and information for the development of this guide.

The guide was developed by counselors and teachers in three one-day workshops and is designed for use as an aid in providing career development activities for elementary teachers in grades three and four. Funds for the development of the guide were provided through a federal grant under the provisions of Part D of Public Law 90-576.

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The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

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## FOREWORD

This guide is designed to supplement the existing curriculum at the intermediate level.

It is further the purpose of this guide to suggest and outline a developmental program of follow-up activities, instead of adding to the curricula of the intermediate grades and can be implemented within the existing framework of the school. The career related materials can be developed with suggested activities and materials designed to (1) promote the student's understanding of himself and others, (2) provide occupational information, (3) explore the world of work and (4) assist the student in finding out about himself as part of the preparation for decision making. In essence, it may be said that such a developmental program at the intermediate level is designed to help the student recognize that educational experiences are a means of achieving life goals.

This compilation of ideas, sample activities and other information has been done with the desire and hope that it can serve a useful purpose in the hands of classroom teachers, counselors, career education leaders and school administrators.

Robert L. Brown  
Elementary Specialist  
State Fair Community College  
Career Education Project

## CAREER EDUCATION--THE STEP BEYOND

A basic purpose of American education is the preparation of people for living and, within that context, preparation of people for a career. Career Education is the development of attitudes and appreciations toward workers and the benefits each worker receives and gives as a contributing member of society. Career Education can be the focal point for developing an educational awareness of the use of skills and knowledge taught in the schools and used by adults in the working world. Career Education can be the center of the curriculum which joins school, family and community into a joint effort of educating the young. Career Education is concerned with the total development of a student. This means providing experiences for students to conceptualize the career development concepts which should be introduced to pre-schoolers and developed through high school.

Career development, which is a lifelong process, begins at a very early age when the child role plays various occupations in his play. He begins very early to establish his view of work and a view of himself as a worker. Career development proceeds much the same way as emotional, social, intellectual and physical development progress. Before one is ready for the next level, certain concepts must be conceptualized. The child goes through the following stages. The AWARENESS STAGE, which covers the preschool period through grade six, is a period when the child not only becomes aware of himself and other people physically, emotionally and socially, but he also gains intellectual skills and knowledge. While in this stage, the child becomes interested in what adults do. He is interested in knowing how he gets the goods and services which he enjoys. He also enjoys "putting on occupational roles" by role playing the many occupations with which he has become acquainted. The EXPLORATION STAGE, which usually covers the middle or junior high school age level, is a time for some actual exploring of a variety of occupations. It is a time of self-assessment and of consideration of the various types of careers available to the individual. The student should, by this time, be able to identify who he is and that his interests and abilities are to make decisions and be prepared to adjust and change those decisions, to formulate some preferences for particular occupations and to identify various life styles he may wish to pursue. A tentative decision may be made by grade nine in order to begin the PREPARATION STAGE. This stage will last as long as necessary for the acquisition of skills and knowledge needed to enter and progress through one's occupational career.

Career Education, then, is the education of the child of today in a manner which will make his life useful and productive in the world he will live in tomorrow. It is preparing the future adult to develop the philosophy that work has value and meaning to the individual and to society. It provides an exposure to a wide variety of possible careers so that the young adult can make a career choice on the basis of his self-knowledge, his particular needs, abilities, interests and the needs of society.

Ohio Career Education and Curriculum  
Management Laboratory in Agricultural Education  
The Ohio State University  
Columbus, Ohio 43210  
1974

## THE LITTLE BOY

Once a little boy went to school.  
He was quite a little boy.  
And it was quite a big school.  
But when the little boy  
Found that he could go to his room  
By walking right in from the door outside,  
He was happy.  
And the school did not seem  
Quite so big anymore.

One morning,  
When the little boy had been in school awhile,  
The teacher said:  
"Today we are going to make a picture."  
"Good!" thought the little boy.  
He liked to make pictures.  
He could make all kinds:  
Lions and tigers,  
Chickens and cows,  
Trains and boats--  
And he took out his box of crayons  
And began to draw.

But the teacher said, "Wait!"  
It is not time to begin!"  
And she waited until everyone looked ready.  
"Now" said the teacher,  
"We are going to make flowers."  
"Good!" thought the little boy.  
He liked to make flowers,  
And he began to make beautiful ones  
With his pink and orange and blue crayons.  
But the teacher said, "Wait!  
And I will show you how."  
And it was red, with a green stem.  
"There," said the teacher  
"Now you may begin."

The little boy looked at the teacher's flower.  
Then he looked at his own flower.  
He liked his flower better than the teacher's  
But, he did not say this.  
He just turned his paper over  
And made a flower like the teacher's  
It was red, with a green stem.

\*By Helen E. Buckley

On another day,  
When the little boy had opened  
The door from the outside all by himself,  
The teacher said:  
"Today we are going to make something with clay."  
"Good!" thought the little boy.  
He liked clay.  
He could make all kinds of things with clay:  
Snakes and snowmen,  
Elephants and mice,  
Cars and trucks  
And he began to pull and pinch  
His ball of clay.

But the teacher said:  
"Wait! It is not time to begin."  
And she waited until everyone looked ready.

"Now," said the teacher,  
"We are going to make a dish."  
"Good!" thought the little boy.  
He liked to make dishes,  
And he began to make some  
That were all shapes and sizes.

But the teacher said, "Wait!  
And I will show you how,"  
And she showed everyone how to make  
One deep dish.  
"There," said the teacher  
"Now you may begin."

The little boy looked at the teacher's dish.  
Then he looked at his own.  
He liked his better than the teacher's  
But he did not say this.  
He just rolled his clay into a big ball again  
And made a dish like the teacher's.  
It was a deep dish.

And pretty soon  
The little boy learned to wait,  
And to watch,  
And to make things just like the teacher.  
And pretty soon  
He didn't make things of his own anymore.  
Then it happened  
That the little boy and his family  
Moved to another house,  
In another city,  
And the little boy  
Had to go to another school.

This school was even bigger  
Than the other one.  
And there was no door from the outside  
Into his room.  
He had to go up some big steps,  
And walk down a long hall  
To get to his room.  
And the very first day  
He was there  
The teacher said:  
"Today we are going to make a picture."  
"Good!" thought the little boy,  
And he waited for the teacher  
To tell him what to do.  
But the teacher didn't say anything.  
She just walked around the room.

When she came to the little boy  
She said, "Don't you want to make a picture?"  
"Yes," said the little boy,  
"What are we going to make?"  
"I don't know until you make it," said the teacher.  
"How shall I make it?" asked the little boy.  
"Why, any way you like," said the teacher.  
"And any color?" asked the little boy.  
"Any color," said the teacher,  
"If everyone made the same picture,  
And used the same colors,  
How would I know who made what,  
And which was which?"  
"I don't know," said the little boy,  
And he began to make a red flower with  
a green stem . . . . .

## GUIDE UTILIZATION

The activities included in this guide can be adapted for use in any subject area; however, some of the activities lend themselves for use more easily than others in a certain subject area. The format used for this activity guide attempts to point out suggested areas for specific usage.

The activities contained in Volume I pertain to social studies. Also included is a Missouri Unit with many student worksheets.

The subject areas used to group the activities in Volume II are as follows: fine arts, language arts, math, and science.

Listed with many activities are resource materials. Once again, these items are merely suggestions and do not have to be used specifically.

Also included on each page is a column entitled Evaluation/Outcome. This space is intended to be used for indicating a desired outcome for each activity. It is felt that many times the best outcomes from a particular activity are not measurable. Therefore, this column is included so that nonmeasurable objectives could be used with this guide.

Included also is a selection of career related games and puzzles that were developed by students from a participating school.



GOALS OF THE AWARENESS PROGRAM  
FOR GRADES THREE AND FOUR

1. The students shall have experiences that relate to life goals and occupations.
2. The student shall learn the importance of responsibility and dignity of work in becoming a worthwhile citizen.
3. The student shall further develop understanding of self as an individual, in relation to home, school and society.



OBJECTIVE: To understand some ways in which language arts are used in some occupations.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>Take a field trip to a factory or an airport or another place where many occupations are represented. Afterwards, discuss the different occupations you saw, which workers had to be proficient in reading and writing, and which workers depended on others to do their work. Later, children may want to list several occupations they are considering and go to the school library to "research" them in encyclopedias and world books.</p>	<p>Encyclopedias, World books</p>	<p>Each student should be able to tell something about some occupations he is interested in and what preparation is required for them.</p>

OBJECTIVE: To develop experiences that relate to life goals and occupations.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. From newspapers, find and cut out examples of: common nouns proper nouns pronouns indefinite pronouns adverbs adjectives verbs</li> <li>2. Paste examples on oak tag chart for study</li> <li>3. Discuss the various jobs that must be done in order to publish a newspaper.</li> <li>4. Take a field trip to the Sedalia Democrat.</li> </ol>	<p>Copies of newspapers, scissors, paste</p> <p><u>The Newspaper in the Classroom</u> by Hope Shakleford</p> <p>Field trip to Sedalia Democrat</p>	<p>The student will be more aware of parts of speech</p> <p>The student will know about jobs in his community</p>

OBJECTIVE: To develop the skill of sequencing.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Language Arts (Art & Music)

CAREER RELATED ACTIVITIES

Make up or tell a story about community helpers to class. Divide the story into sections. Then have each student draw a picture for each section. When finished, mix up the sections. Each student working independently puts the story together again using pictures.

RESOURCES

Stories, crayons and paper  
"Community Helpers"  
Bulletin board cut outs,  
Trend Enterprises  
  
Invite some community  
helpers to school to talk.  
"Flip-Chec Perceptual  
Puzzle"

EVALUATION/OUTCOME

The student will understand  
how to sequence things and  
its value to a story.

OBJECTIVE: To develop career awareness through a composition.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY English

CAREER RELATED ACTIVITIES

EVALUATION/OUTCOME

RESOURCES

1. Bulletin board: "I Want to Be . . ."
2. Have children write a story telling what they want to be. Then draw a picture of the job they want.
3. Put the picture over the story on the bulletin board.

Be aware of the different careers and write a composition using correct English.

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OBJECTIVE: To develop career awareness through creative writing.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Creative Writing)

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

Topics for Creative Writing

What I Want To Be When I Grow Up

My First Day at Work

A Day on the Job

Helping Others Make My Work Worthwhile

My Mother (or Father) Works as a

My Big Brother (or Sister) Works as a

My Three Wishes

What I Do Best

My Strengths and My Weaknesses

Why We Should Work Together

Why I Want To Work

Why Some Workers Lose Their Jobs

Be aware of different occupations.

OBJECTIVE: To promote awareness of a career of newspaper reporter.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Newspaper or Magazine Reporter)

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

1. Have students write their own short newspaper or magazine stories for the following or similar events. Emphasize that each story must include who, when, what, where, and how or why.  
Life Discovered on Mars  
New Type of Fuel Invented  
Big Winter Blizzard in Midwest  
Bones of New Type of Dinosaur Found
2. Have the students read their stories to the class or bind them together so that students may read them during free time.
3. Read some newspaper articles and pick out the who, what, when, where, and how or why.
4. Discuss and explore the career of newspaper or magazine reporter.

Pencil and paper  
Encyclopedia  
Newspapers and magazines

Students will learn the essentials of a good news story and become familiar with the type of work in the news reporting career



OBJECTIVE: To promote understanding of career qualifications.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Language Arts (Communication Careers)

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

1. Child acts as interviewer on a T.V. show (Today Show) any question and answer show. Others may act as guests.

2. Write an invitation to a parent or resource person to come to class to explain their job.

3. Write a letter of application.

4. Write a paragraph telling what he would like to be and why.

5. On an overhead projector, have children match items then identify verbs.

1. reporter a. sells a product by pointing out good qualities
2. cartoonist b. sends telegraphs
3. photographer c. gathers and writes news
4. publisher d. takes pictures
5. telegrapher e. prints and sells books and magazines
6. advertiser f. draws a story

6. Letter writing---using correct form, capital letters, acceptable sentence structure and neat hand writing.

Tape recorder or large box

List of parents' & resource person's occupations

Overhead projector and list of occupations.

K-2 Career Book

To appreciate and understand the job of an interviewer, to develop skills in listening and thinking.

To understand needs of various jobs, to learn correct letter form. Certain qualifications are required.

Organize sentences for paragraphing.

To learn job names and identify verbs.

To obtain information about certain careers.

OBJECTIVE: To explore various careers using library materials.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Visit the local library with the purpose of finding informative books on future occupations of students.	Library "Cooperative Librarian"	The student will learn to find where to look for information in the library.  After finding material, facts about writing book reports will be understood by the student.

OBJECTIVE: To develop awareness that hobbies can be a career.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Write letters to mothers inviting them to school to hear a speaker.</li> <li>2. Mrs. Brenda Corbett of the Craft Shop in Sedalia visited our classroom, brought samples, etc.</li> <li>3. Children visited the shop, purchased materials and made projects.</li> <li>4. Teacher purchased acrylic paint and class painted pictures on wood for parents' Christmas gifts.</li> <li>5. Class wrote thank you letters to Mrs. Corbett.</li> <li>6. We are planning a hobby show in April.</li> <li>7. This also worked in with our unit on letter writing.</li> </ol>	<p>Materials from the Craft Shop</p> <p>Children bring hobbies to school to display at open house.</p>	<p>The student will identify ways he can find enjoyment in work as well as play.</p> <p>Learn that a hobby is a "fun" type of work.</p> <p>Recognize that students have different likes and abilities.</p>

OBJECTIVE: To develop awareness of sport careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Letter Writing)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Write a letter asking a professional athlete to visit the class. This gives so much incentive because to have an important person read their letters is really a thrill. Because language arts is related so much to reading, a sports page could be brought in for supplementary reading material.	Professional athlete Sports page Writing material	The student will discuss the business, educational and physical aspects of professional sports.  The student will be able to correctly write letters as well as thank you notes

OBJECTIVE: To explore careers available in the community.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Language Arts (Civics, language and spelling, art, reading, math)

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

1. Talk about job opportunities in your community. Study the Want Ads and other items in the paper and list the variety of jobs that are open. Check for jobs that ask for experience, for special education or training, and jobs available for unskilled or inexperienced workers. Separate the jobs for men and those for women. If the hours or salary are given, keep record of that.
2. Group make a chart showing employment available in your area. Some employers could be called to obtain information in regard to the position open. Union members, Chamber of Commerce, etc., could be contacted.

A newspaper for each student.

Students will be more aware of employment opportunities and variety of industry and occupations in an area.

OBJECTIVE: To develop awareness of communication careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Communication)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>1. Read a story or book having to do with some aspect of careers in communication. Report to class by choosing a career related activity such as:</p> <ol style="list-style-type: none"> <li>1. Write an advertisement concerning main idea of book.</li> <li>2. Draw a cartoon.</li> <li>3. Design a cover.</li> <li>4. Tape an announcement (radio or T.V.) of the main idea of new book.</li> <li>5. Write a review for a newspaper.</li> <li>6. Write a letter or telephone a friend to recommend the book.</li> <li>7. Write a T.V. or movie script from book.</li> </ol> <p>2. Newspaper--Find stories, articles, or pictures of communication related to occupations. Skim for communication related words. Search want ads for job opportunities and required qualifications.</p> <p>3. Bulletin Board Tree--to advertise books read by children. Discuss how advertising helps others want to read and the importance of advertising.</p>	<p>Wise, William, <u>From Scrolls to Satellites</u> Parents Magazine, Press, 1970.</p> <p>Foster, G. Allen. <u>From Primitive Tom Toms to Telstar</u>. Criterion, 1965.</p> <p>Rogers, Trances and Beard, Alice. <u>Heels, Wheels and Wise</u>, Lepencott, 1967.</p> <p>Colby, Carroll B. <u>How Wires Talk to Man Across Land, Sea and Space</u>, Coward 1964.</p> <p>Latham, Jean, <u>Samual F.B. Morse</u>, Garrard Pub. Co. 1961, Montgomery, Elizabeth, <u>Alexander Miahm Bell</u>, Garrard Pub. Co. 1963</p> <p>Newspaper Construction paper for tree and leaves</p>	<p>To encourage reading and organization of main ideas to appreciate diversity of occupations.</p>

OBJECTIVE: To become aware of the many choices of occupations in the field of communications.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Communication Careers

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>Introduce through a bulletin board showing as many occupations as possible, which are involved in communication. Have children cut out pictures or use original drawings to develop a career collage. Show communication in daily life, business and industry, agriculture and transportation.</p> <p><u>Suggested List</u>            Advertising            Cartoonist            Commercial artist            Journalism--Foreign correspondent--War correspondent            Movies            Photography            Public Relations            Publishing            Radio            Television            Telephone            Telegraph            Writing</p>		

OBJECTIVE: To show the career value of a school curriculum.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES

EVALUATION/OUTCOME

RESOURCES

1. How can I use the subjects I learn in school?

1. Jobs needing reading skills. \_\_\_\_\_

2. Jobs needing writing skills. \_\_\_\_\_

3. Jobs needing speaking skills. \_\_\_\_\_

4. Jobs needing arithmetic skills. \_\_\_\_\_

5. Jobs needing "good citizenship" skills. \_\_\_\_\_

6. Jobs needing other school skills. \_\_\_\_\_

Now write a paragraph explaining why school is truly important to you.

Ditto questionnaire

To understand the need of various skills required for obtaining a job



OBJECTIVE: To learn terms associated with various careers.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Language Arts (Communication Careers)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Learn to spell the list of communication related words.</li> <li>2. Do a crossword puzzle of careers in communication.</li> <li>3. Collect a list of misspelled related words. Write the words in sentences to be corrected by children.</li> <li>4. Scramble words for children to write correctly.</li> </ol>	<p>Word list</p> <p>Collection of misspelled words and overhead projector</p>	<p>To learn job terms and spell difficult words.</p> <p>Identify misspelled words and learn to spell correctly.</p>

OBJECTIVE: To help the student learn to verbalize correctly. Also to attach meaning to objects.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>"Let's Pretend Game"</p> <p>Have the children divide up in pairs. They pantomime an occupation from a group of pictures. The pictures are cut from magazines by the students.</p>	<p>Magazines--Could have a large list of all occupations to further associate.</p> <p>"Community Helpers" Creative Visuals</p> <p>Community Helpers Bulletin Board Cut outs, Trend Enterprise</p> <p>Community workers</p> <p>Lecture</p> <p>Field trip</p>	<p>The students will be aware of occupations shown in magazines. They will learn the different movement of different jobs. They will be able to verbalize about different occupations.</p>

OBJECTIVE: Auditory learning directed toward helping the student to gain meaning from spoken language and other auditory symbols.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES

Tape record voices of teachers, secretaries, janitors and cooks in the school. Also could use student friends from other classes. Let the children see how many they can recognize.

RESOURCES

Tape recorder, school teachers, cooks, maids, janitors, principal, and secretaries

EVALUATION/OUTCOME

The student will learn of the different jobs at school. He will also learn the importance of listening carefully.

OBJECTIVE: To develop sequential memory.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Language Arts (Listening)

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

1. Five children stand in front of the room and say their occupation aloud. They then switch places and others try to name all five correctly. If someone does, they get to go to the front and pick four others to name occupations with him. Each group must think of different names to make the game more interesting.

2. Game of Wish:

One child is "it" and another has a magic wand. The second child says, "Wish, oh, wish, oh, what do you wish?" The first child may say, "I wish I were a banker." This continues with several children as the magic wand is pointed at them. The class tries to remember the order in which the occupations were named. The first person to name them in order gets to use the wand for the next game.

Occupation cards from the Peabody Kit #1

Children can recall many different occupations and also develop listening skills.

OBJECTIVE: To gain self-confidence in verbal expression.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

1. Cut out strips of construction paper and list an occupation on each strip. The number of occupations would depend on grade level and time during the school day. Put the strips in a box and let each child in the room draw one strip. One at a time, the students would name the occupation and stand up and state in two complete sentences what a person would be required to do in that occupation.

Example: Teacher

1. A teacher must graduate from college and earn a degree in classroom teaching.
2. A teacher should be a person that likes to be with children.

2. Make T.V. from reference box for children to sit in and speak to class, use puppets, etc.

Construction paper

"I Want to Be" Series  
Set 24, Benefic Press  
Filmstrip "What is a Job"

Bulletin board  
Pin up

SFCC AV Library  
What Happens Series

The children will gain self-confidence in speaking in the class.  
  
They will learn to express themselves clearly by using complete sentences in their answers.

OBJECTIVE: To teach the relationship of the newspaper industry to occupations and life goals.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>Study different newspapers. Discuss and make lists of different occupations related to newspaper.               <ol style="list-style-type: none"> <li>editor</li> <li>typist</li> <li>writers</li> <li>advertising salesperson</li> <li>artist</li> <li>photographer</li> <li>pressman</li> <li>secretaries</li> </ol> </li> <li>Discuss skills needed for each job. Then select a job to write a report about.</li> <li>Visit a newspaper or have editor as a guest speaker.</li> <li>Plan a weekly or monthly class newspaper.               <ol style="list-style-type: none"> <li>write stories</li> <li>draw cartoons</li> <li>proofread</li> <li>take pictures</li> <li>write ads or draw</li> </ol> </li> </ol>	<p>Newspapers</p> <p>Books: <u>How Printing Helps Us</u>, <u>Basic Understanding Series</u>, <u>Benefic Press; Come Work with Us in a Newspaper</u>, <u>Houghton Mifflin; What Happens at a Newspaper</u>, <u>Reilly and Lee Books; Careers in Printing</u>, <u>Lerner Publications Company</u></p> <p>Resource person</p> <p>Paper, camera, film camera</p> <p>Childcraft, No. 10</p> <ol style="list-style-type: none"> <li><u>Getting the News</u></li> <li><u>In the Newspaper Office</u></li> <li><u>Getting Ready to Print the Paper</u></li> <li><u>From Press to Newsstand</u></li> </ol>	

OBJECTIVE: To learn proper form in writing of different types of letters.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Writing (Weather)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Write to the U. S. Weather Bureau in Washington, DC and ask for an official weather map.</li> <li>2. Write thank-you notes after visit to local radio station.</li> <li>3. Weather slogans may be used for a writing lesson.</li> <li>4. Keep a daily diary of weather temperature, rainfall, time sun rises and sets.</li> </ol>	<p>U. S. Weather Bureau</p> <p>Most any language book on writing thank-you notes</p> <p><u>Childcraft</u> Vol. 3 pp. 52-53</p> <p>Weather Charts, <u>K.C. Star</u></p> <p>Books: <u>Everybody's Weather</u> (Proverbs about weather) by Joseph Gaer J. B. Lippincott &amp; Co. Philadelphia &amp; N.Y. <u>What Happens At a Weather Station</u>, State Fair Community College, Sedalia, MO</p>	<p>Will learn how to write business letter.</p> <p>Children should learn that good manners require the writing of thank-you notes.</p> <p>Correct way of writing capital letters.</p> <p>Importance of record keeping.</p>

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Weather - Vocabulary Study)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>Study of words related to the study of weather.</p> <p>air pressure aneroid barometer meteorologist thermometer</p> <p>anemometer atmosphere calibrate precipitation meterology</p>	<p><u>Today's Basic Science, grade 4, Harper &amp; Row Publisher</u>  <u>Dictionaries</u>  <u>The Air About Us by Bertha Morris Parker Harper &amp; Row</u>  <u>Let's Go to a Weather Station, by Louis Wolfe G. P. Putnam's Sons</u>  <u>Clouds, Rain, and Snow by Bertha Morris Parker Harper &amp; Row</u>  <u>Flannel board material "Weather" Milton Bradley Company</u></p>	<p>A better understanding of words used by forecasters.</p>



OBJECTIVE: To learn the value of money and how to buy and sell items.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY English

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Salesman or saleswoman--Buying and selling books and pictures. (Paperback books from <u>Weekly Reader</u> and <u>Giant Photos</u> )	Paperback books from <u>Weekly Reader</u> and <u>Giant Photo folder</u> .	Counting money. Trying to sell items.

OBJECTIVE: For the student to understand self as an individual.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>Writing stories or letters. Use puppets and develop story, "Who Am I?" "I Am Glad I'm Me" "I'm Important!"</p>	<p>Paper, pencil Puppets</p>	<p>Writer of short stories for money or pleasure</p> <p>How do I feel about me? Realization, I'm the only me!</p>

OBJECTIVE: To improve handwriting as a tool used to express ideas and thoughts in written language.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Penmanship

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Introduce skywriting. Have children participate.</li> <li>2. Introduce practice on cursive letters, lower case, with humps, h, m, n, u.</li> <li>3. Write sentence "The quick brown fox jumped over the lazy dogs." This provides practice of all letters in the alphabet.</li> <li>4. Children evaluate handwriting from Guide on page 21 of <u>Reference Manual for Teachers</u>.</li> </ol>	<p>"Right-Handed Manuscript Chart"</p> <p>"Left-Handed Manuscript Chart"</p> <p>"Transition Chart" Order from The Zaner-Bloser Co., 612 N. Park St. Columbus, OH 43215</p> <p><u>Reference Manual for Teachers</u></p>	<p>Legible writing</p> <p>Proper sitting position while writing.</p> <p>Evaluation of own penmanship and being able to follow instructions.</p>

OBJECTIVE: To develop career awareness through oral reading.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Reading)

CAREER RELATED ACTIVITIES

EVALUATION/OUTCOME

RESOURCES

1. Children love to read in front of a class, so for the third graders they could read the "I Want to Be" books to their classmates. After each book, the class discusses all the aspects of that occupation. If they can know in advance, some children would like to dress up while they read the book to the class.

2. Fourth graders could ask lower grade teachers if they could read to their classes. The younger children really love to hear the older children read, and they would also learn about occupations.

"I Want to Be" Series  
published by Children's  
Press.  
The set includes"  
"I Want to Be"  
pilot, policeman, postman,  
restaurant owner, road  
builder, scientist, ship  
captain, space pilot,  
teacher, storekeeper,  
baker, ballet dancer,  
baseball player, bus  
driver, carpenter, fisher-  
man, coal miner, cowboy,  
dairy farmer, dentist,  
doctor, fireman, home-  
maker, librarian, mechanic,  
musician, news reporter,  
telephone operator, train  
engineer, truck driver,  
zookeeper

OBJECTIVE: To correlate famous people and their careers.

GRADE LEVEL OR SUBJECT    Three and Four    AREA OR UNIT OF STUDY    Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"><li>1. Bulletin board titled: "Whoooo Knows Whoooo I Am"</li><li>2. Have pictures of famous people on the board and have the children guess who they are and what famous job they have.</li></ol>		

OBJECTIVE: To develop career recognition.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

Copy of puzzle for each child

D	E	H	J	K	M	P	L	U	M	E	R	L	D	E	N
F	B	D	O	C	T	O	R	Q	T	N	F	G	M	P	C
G	I	C	D	N	O	E	P	R	S	G	H	Q	R	S	D
C	A	R	P	E	N	T	E	R	L	I	I	V	U	X	E
O	U	D	A	C	B	B	G	A	K	N	J	W	Y	T	H
W	V	C	E	F	D	H	S	C	I	E	N	T	I	S	T
B	A	N	K	E	R	V	T	U	W	E	F	G	A	Z	I
O	W	J	Y	A	A	X	R	S	Y	R	E	B	H	I	S
Y	X	R	Z	B	C	Z	Q	O	N	D	C	J	K	M	T
N	O	S	P	Q	E	L	E	C	T	R	I	C	I	A	N
T	S	E	R	A	R	T	I	S	T	L	P	I	Y	Z	E
M	U	L	V	O	K	X	W	J	A	D	C	H	B	F	G

Make recognition of various careers that are fun for children.

OBJECTIVE: To practice locating and correcting spelling errors.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Spelling)

# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

1. Sloppy Speller Day--Mistakes are to be collected during the study of careers. Then on "Sloppy Spelling Day" sentences can be written on the overhead with the mistakes such as:  
 The landlord dented all the rooms.  
 All the baseball players showed great deam work.  
 The muscian played five songs.
2. The children copy these in their best handwriting and count the mistakes they found on Sloppy Speller Day.
3. The children can also make up sentences for other children to spot errors.
4. Race:  
 15 to 20 sprint for sharpened pencils  
 neatness  
 correct size of letters  
 correct shape  
 spacing slant, etc.  
 Each child that wants to enter his paper for competition may pin it on the board. Then the paper is placed on the race track according to the number of points it received.

Collection of mistakes made earlier during career education study.

Help them become aware of mistakes and be able to correct them.

OBJECTIVE: To promote good grammar through career activities.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Grammar Usage)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>1. To stimulate good grammar usage, make the bulletin board described. Then as the children make mistakes in grammar during the day, the teacher tears off a piece of the snowman. At the end of the project, some children may have only the fireman's, nurse's, or policeman's hat left on the board.</p> <p>2. Children sit in a large circle and pile the hats in the center. Two at a time they choose a hat, put it on, and do what a person wearing that hat would do. A musical hat game is played by exchanging hats and when the music stops they do the activity concerning that career.</p>	<p>Snowmen dressed as different careers (no 2 alike) Bulletin board titled "Don't Let Your Snowman Melt" Childcraft published by World Book has a unit called "People Who Work in Special Clothes" and "Hats and Helmets" Collect hats or have the children make them. Game hats may be borrowed from State Fair Community College</p>	<p>Research for at least 30 different careers and what the uniform would be</p>



OBJECTIVE: To develop career awareness through creative writing.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Forms of Be)

CAREER RELATED ACTIVITIES

EVALUATION/OUTCOME

RESOURCES

1. The child would write a paragraph about what his father's occupation is, and underline "is" and "are" each time they use them. They could also write about what their mother or anyone else does, and try to use the form of be as much as possible.
2. The child might also like to read some of the set of books, "I Want to Be." Then as a follow-up they could write or talk into a tape recorder what they would like to be.

Book series, "I Want to Be" Children's Press

Tape recorder  
KT CE4

Career Awareness Program  
(featuring Popeye the Sailor) State Fair  
Community College

Make the children begin thinking about their future.

OBJECTIVE: To explore the career of proofreader.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Finding Simple Sentences in Longer Ones)

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

1. If possible, the teams should have the same newspaper. Have them find long sentences that they would like to make into short sentences. Have them identify them by using a crayon to mark over the complete sentence. To follow up this activity, put these sentences on the overhead the next day and see which team found the best sentences.
2. Discuss the various jobs concerning the newspaper. This would be a good time to stress the proofreader.
3. Look in ads and find:
  - How many job opportunities?
  - How many require training?
  - Do any require high school diplomas?
  - Do any require college diplomas?

Newspapers  
Crayons

Awareness of all the items,  
and the work included in the  
production of a newspaper.  
  
Stress proofreader

OBJECTIVE: To learn the duties of specific careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Verbs---s form)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>The overhead projector would be a good place to put this matching game. Let the children match the items and then identify the verbs.</p> <p>Doctor                    <u>puts</u> out fires</p> <p>Teacher                <u>takes</u> care of home</p> <p>Nurse                   <u>writes</u> letters</p> <p>Farmer                  <u>helps</u> you to learn</p> <p>Reporter               <u>treats</u> illness</p> <p>Secretary              <u>helps</u> doctors</p> <p>Housewife              <u>raises</u> crops</p> <p>Pilot                    <u>keeps</u> law and order</p> <p>Policeman              <u>makes</u> passengers comfortable</p> <p>Fireman                <u>flies</u> a plane</p> <p>Stewardess            <u>gathers</u> news and <u>writes</u> stories</p>	Overhead sheet	Match person with one phase of his job and become aware of "s" form of a verb

OBJECTIVE: To promote verb recognition through career related activities.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Verbs)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>1. Game--Stirring the Mush</p> <p>It stands at the front of the room pretending to stir the mush. It says, "I'm tired of stirring the mush." Everyone says, "Why?" It says, "Because (name of classmate) won't be a trucker and drive around the room" or "Because (name) won't be a singer and sing around the room" or "Because (name) won't be a librarian and straighten the books around the room." If the child whose name is called does the action, he gets to be "it" next time.</p> <p>Find verbs in the books and record them on a list for the entire class to use as they do more work on making up various sentences about occupations.</p>	<p>"What Happens" Series of 19 books that would be a good introduction to this activity.</p> <p>They may be obtained from the State Fair Community College.</p>	<p>Understand verbs.</p> <p>Help the child recognize verbs in books.</p>

OBJECTIVE: To compare persons and occupations through the use of indefinite pronouns

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Indefinite Pronouns)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>1. Have several children stand in front of the room.</p> <p>Everyone is to look at them and make up sentences, such as:</p> <p><u>Someone</u> has red hair. <u>Everyone</u> is in the third grade. I see <u>someone</u> picking up <u>something</u>.</p> <p>2. This could also be used to compare various occupations.</p> <p><u>Everyone</u> likes to have a nice home. <u>Someone</u> who can make your home look nice is a house painter.</p>		<p>Compare verbally persons and occupations using indefinite pronouns.</p>

OBJECTIVE: To develop awareness of careers.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY

Language Arts (Personal Pronouns)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>Have the children with the aprons on, stand in front of the room. One child relates a riddle. Each time he uses a personal pronoun, he gets a point.</p> <p>For example:</p> <p><u>I</u> work in a store. <u>You</u> can come in and buy things. <u>We</u> sell many things. <u>She</u> could buy a swim suit. <u>He</u> could buy a baseball. <u>What</u> kind of a store do <u>I</u> work in as a salesman?</p> <p>Answer: Sports Store</p>	<p>Make an apron for each of the 7 personal pronouns or aprons for different occupations.</p> <p>Instructions for making the aprons can be found in the "Childcraft" published by World Book.</p>	<p>Help them comprehend many things about the various jobs a person might do. Promote listening skills.</p>

OBJECTIVE: To promote understanding of the careers of their parents.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Informal Letter Writing)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"><li>1. Write an invitation to parents to visit the class and explain their job.</li><li>2. Write letters to exchange with another class in the system or in another town. They could relate to the other children what they plan for the future. It seems to have more motivation for the children when they know someone will be reading their letters.</li></ol>	List of parents and the occupations of each	<p>Be able to use the correct form for a letter and address an envelope.</p> <p>Better understand parents professions</p>

OBJECTIVE: To develop career awareness through creative writing.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Paragraphs)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>Practice writing creative paragraphs by using three paragraphs:</p> <p>In 1994</p> <p>What will you be? Where will you be? Who will you be?</p> <p>Write their own autobiography</p> <p>When I was a baby. Before I came to school. Now I'm in school.</p>		<p>Organize paragraphs and become aware of their own future and past.</p>



OBJECTIVE: To stress the importance of a child's name.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Proper Nouns)

CAREER RELATED ACTIVITIES

1. Make a large mural and have each child draw himself in the setting chosen by the class. Observe how he feels about himself by the way he draws himself.
2. An art project to use the child's name is done by writing his name in cursive and then write it again with another color. For example: *Omeg*
3. Have someone from the telephone company visit the classroom to relate the different jobs done by the person in the company and tell the children how important names are to the telephone company.

RESOURCES

Poems: "Boys' Names" and "Girls' Names" by Eleanor Farjeon. Can be found in The Roberts English Series, Book Three, published by Harcourt, Brace and World

EVALUATION/OUTCOME

Stress importance of names and how they are used by the telephone company

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OBJECTIVE: To promote an understanding of determiners through career related activities.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Determiners)

CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
1. Make a grab bag with predicates that would go with "The boy" or "The girl." Examples: will be a truck driver, will become a television interviewer, or someday will become an author. Each child will draw from the bag and read the entire sentence using "The boy" or "The girl" with a stress on THE.		Grab bag or basket	To realize that "the" is a determiner and comes before a noun.  Note also that there are other determiners.
2. Then try in using a, this, and some.			

OBJECTIVE: To instill self-esteem and self-value.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Fables)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Make a booklet and illustrate each of these morals:</li> <li>2. A person who always does his best can often surpass one who has greater abilities.</li> <li>3. If you often tell lies, people will not believe you when you tell the truth.</li> <li>4. Persuasion is usually better than force.</li> <li>5. The best treasure is what we get from hard work.</li> <li>6. There are many other fables that could also be used. A creative class might even try to write a fable.</li> </ol>	<p>"The Tortoise and the Hare"</p> <p>"The Boy that Cried Wolf"</p> <p>"The Wind and the Sun"</p> <p>"The Best Treasure"</p> <p>These may be found in the Third Book of The Roberts English Series, published by Harcourt, Brace &amp; World</p> <p>Others are in the "Childcraft" by World Book</p>	<p>To enjoy fables and to help them think about themselves with special emphasis on "The Best Treasure" about working hard.</p>

OBJECTIVE: To promote language development through career related activities.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Nouns)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>Game: One child sits with his back to the group. A child in the group says, "I'm a Salesman," etc. in a disguised voice. The child with his back to the group tries (in three guesses) to find out who said it. If he gets it right, he gets to stay at the front; and if not, he exchanges places with the child that said the sentence with the noun.</p>		<p>Understand nouns, make complete sentences, listening carefully, and thinking of different careers.</p>

OBJECTIVE: To provide practice using the alphabet.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Use a sentence concerning careers for the children to de-code such as: the postman brings the mail to our house.</li> <li>2. Write it this way: sgd onrsizm aqhmfr sgd lzkh sn ntq gntrd</li> <li>3. Then have the children write the letter that comes after each letter to de-code it.</li> </ol>	<p>A group of sentences made up ahead of time for the children to de-code.</p>	<p>Reinforce the order of the alphabet.</p>

OBJECTIVE: To develop career awareness.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY

Language Arts (Dictionary)

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

1. Scramble a list of various careers and have the children put them in order. The list could include: artist, bus driver, clown, dancer, electrician, farmer, grocer, housewife, ice cream maker, judge, kennel owner, letter carrier, musician, nurse, office worker, paleontologist, quarterback, rocket builder, scientist, tailor, underwater photographer, veterinarian, weatherman, x-ray man, youth leader, and zookeeper.

List of careers

Basic understanding of alphabetical order

2. It says: "If you can name an occupation that begins with A, you may cross over my bridge."

The child that can goes between the chairs.

If he cannot, he goes to the end of the line to await another letter

2 Chairs

OBJECTIVE: To provide practice in using good grammar.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Predicates)

CAREER RELATED ACTIVITIES

EVALUATION/OUTCOME

RESOURCES

1. Half the class is to write subjects using words from the poem such as: blocks, castles, docks, rain, mill, kings, etc. The other half of the class will write predicates that could go with some of these subjects. Collect all the subjects and predicates, then put them together at random for some good laughs and also understanding.

2. Use the blocks to have one or more children act out the poem as you read it.

Poem "The Block City" by Robert Louis Stevenson

Blocks

Understand predicates and stress imaginative leisure activities

OBJECTIVE: To practice punctuation through career related activities.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Language Arts (Structure of Sentences)

CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
<p>Hold up pictures of various careers and have the children in each group race to write a complete sentence. For example: One child would write "the" and the next child would write "lifeguard" and the next would write "saved" then "his" then "life."</p> <p>The first team to get a complete sentence like: "The lifeguard saved his life" would get a point.</p>		Pictures of people in various careers	Child must be aware of capital letters, periods, and complete sentences.



# FINE ARTS

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OBJECTIVE: To learn the necessary components of a good floral arrangement.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Fine Arts - Floral Arrangement

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

Floral arrangements

Books in library about flowers.

Resource person: Someone from local florist to do a demonstration on flower arranging.  
Slides on different flowers  
Visit local florist.  
Film: Missouri Conservation Commission, Wild Flowers of Missouri  
Draw pictures of arrangement.

Children become aware of creating a thing of beauty. They were amazed to know how many corsages, etc., were made at Easter.  
Learn names of flowers.  
Learned balance needed in color as well as height.

Found how difficult it is to reproduce 3-D picture into a flat picture.

OBJECTIVE: To help children understand that hobbies and interests sometimes lead to vocations.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Fine Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"><li>1. Discuss definition of "hobby" and what hobbies members of the class have. Children may have a hobby show.</li><li>2. Children could try to decide what occupations certain hobbies could lead to.</li><li>3. A person may be invited to speak to the class whose hobby led to a vocational choice.</li></ol>	Resource person	Children should be aware of what occupations their interests could lead to.

OBJECTIVE: To learn weather terms and facts through the medium of music.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Fine Arts (Weather and Music)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>1. Weather can be taught in a most agreeable way through music. These are catchy tunes that teach terms and their meanings, explaining such things as the water cycle, what makes lightning and many more. A most enjoyable way to learn scientific terms.</p> <p>2. Play some records pertaining to weather in popular songs.</p>	<p>"Weather Songs" by Tom Glazer, Argosy Music Corporation  <u>Let's Go to a Weather Station</u> by Louis Wolfe G. P. Putnam &amp; Sons  <u>"Oh, What a Beautiful Morning"</u> "Raindrops Keep Falling on My Head" Clouds, Rain, and Snow by Bertha Parker, Harper and Row            Flannel Board Material "Weather" Milton Bradley Company</p>	<p>Children will learn scientific terms in an enjoyable way.</p> <p>Enjoyment of music but awareness of importance of weather even in song writing.</p>

OBJECTIVE: To illustrate a career choice by the use of visual media.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Fine Arts (Music, Art & Dramatics)

CAREER RELATED ACTIVITIES

RESOURCES

EVALUATION/OUTCOME

1. Collect pictures of professional workers and the work they do.
2. Prepare scrapbooks of people at work.

Books:

The Wonderful World of Medicine, P. R. Caeder, Garden City, New York Doubleday & Co., 1968.  
What Does a Policeman Do? J. Johnston and M. Harris, New York, Dodd, Mead & Co., 1959.  
Occupational Outlook Handbook, U. S. Department of Labor, Washington, D.C., Government Printing Office, 1970-71.  
What Does a Civil Engineer Do?, R. Wells, New York, Dodd, Mead & Co., 1960.  
Should I Study Engineering?, Austin, Texas, Engineering Foundation, University of Texas

Each child will draw a picture that portrays a career choice.

Vocabulary:  
service  
helping  
responsibility  
professional

OBJECTIVE: To encourage students to observe jobs and to study the skills they require and the working conditions involved.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Fine Arts (Music, Art & Dramatics)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Invite a school music teacher to:               <ol style="list-style-type: none"> <li>a. discuss what he does</li> <li>b. discuss what tools he uses</li> <li>c. demonstrate his skill</li> <li>d. involve children in simple musical activities</li> </ol> </li> <li>2. Invite an artist or art teacher to demonstrate a variety of crafts. Let children become involved in simple art projects.</li> <li>3. Invite a drama teacher or drama student to class to discuss their work. This resource person might want to dramatize a simple story with puppets or let children guess what they are pantomiming.</li> <li>4. The children can assemble a display to be entitled "People Who Give Us Fun." This might include tools or equipment that the people use.</li> <li>5. Use related books.</li> </ol>	<p>Simple musical instruments</p> <p>Appropriate materials</p> <p>Puppets (optional)</p> <p>Pictures, paint brush, paints, musical instruments, etc.</p> <p><u>Patty Paints a Picture,</u> <u>Laura Bannon, Albert</u> <u>Whitman, 1948.</u></p>	

OBJECTIVE: To develop self-awareness and value.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Music

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>1. Discussion of each child's differences  height  color  weight  color of hair, etc.</p> <p>2. Bring in baby pictures and discuss the difference.</p>	<p>Listener, Musical  Motivators Series  Tape #2  "Differences are Nice"</p>	<p>The children should develop a feeling of worthwhile as they hear the rest of class accepting their ideas and suggestions.</p>

OBJECTIVE: To develop an awareness of specific careers in the area of fine arts.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Fine Arts

# CAREER RELATED ACTIVITIES

1. Those children who are particularly interested in occupations associated with the fine arts will want to investigate related occupations and report their findings to the class.
2. The class may develop a bulletin board around the theme, "Jobs in the Arts."
3. The children may read related books.

## RESOURCES

Pictures of musicians, artists, actors, etc.

The Wonderful World of Music, Britten, Benjamin, Holst, and Imogen, Doubleday, 1956.

The World's Greatest Showman: The Life of P. T. Barnum, Joseph, Bryan, Random, 1956.

Bohhoods of Great Composers, Catherine Gouch, Walch, 1960.

The Wonderful World of Dance, Arnold Lionel Haskell, Doubleday, 1960.

This is an Orchestra, Elsa Z. Posell, Houghton, 1950.

The Little Ballet Dancer, Monica Stirling, Hale, 1951.

Skating Shoes, Noel Streatfield, Random, 1951.

Ballet Teacher, Lee Ryndham, Messner, 1950.

## EVALUATION/OUTCOME

Each student will be able to write a story explaining how career aspirations must be related to ability.



OBJECTIVE: To develop a knowledge of the qualifications necessary to function in a fine arts career

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Fine Arts

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"><li>1. The student will make an illustrated notebook depicting career choices in art, music or drama and how a student's hobby may enhance that career.</li><li>2. The student will develop a bulletin board of hobbies and interests and show their relationship to possible job opportunities in art, music and dramatics.</li><li>3. The student will select art activities which demonstrate skills that are pertinent to art related jobs. The student will show his work to the class.</li></ol>		

OBJECTIVE: To give practical experience working with art patterns.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Art

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Trip to discuss beauty in colors and patterns found in materials. Discuss how these are used by artists to express ideas.</li> <li>2. Design their own patterns and designs like from material and wallpaper.</li> </ol>	Catalogs, fabric shops	Develop appreciation for patterns found in materials. (checks, plaids, all over and repeat designs)

OBJECTIVE: To explore the occupation of cartoonist.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Fine Arts--Art

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<u>Newspaper Cartoonist</u>  1. Look at some news cartoons in newspapers.  2. Have students skim newspapers or weekly readers for articles in the news about which they could draw a cartoon.  3. Draw the cartoons and color if desired.  4. Display the cartoons on the bulletin board.  5. Discuss the career of newspaper cartoonist and do research about famous newspaper cartoonists.	Newspapers  Weekly readers  Paper, pencil  Crayons  Encyclopedias	Students will realize that cartooning is a real occupation and those students with artistic ability may be spurred to thinking of an occupation for which they have talent.

OBJECTIVE: To develop an awareness of orchestral careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Music

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>Study of the orchestra:</p> <p>A. Different sections</p> <ul style="list-style-type: none"> <li>a. strings</li> <li>b. percussion</li> <li>c. woodwind</li> <li>d. brass</li> </ul> <p>B. Instrument recognition</p>	<p>See and hear different instruments</p>	<p>Be aware that <u>mus.</u> is a career.</p>

OBJECTIVE: To develop responsibility and self-esteem.

GRADE LEVEL OR SUBJECT Three and Four

AREA OR UNIT OF STUDY Music

# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

1. Make lists of what good manners are.
2. Make a list of what your responsibilities are at home and at school.

Listener Musical Motiva-  
tors Series  
Tape #6 "It's a Matter of  
Manners" and Tape #11  
"Consideration"

The child should realize the  
value of good manners in  
getting, keeping and becoming  
friends. Also he should  
learn to assume his own  
personal responsibilities  
as a member of groups in  
school as well as at home.

OBJECTIVE: To develop an awareness of composing as a career.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Music

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>1. Play some familiar songs for the students.            Examples: Star Spangled Banner            Battle Hymn of Republic            America the Beautiful            America            Oh! Susannah            Camptown Races</p> <p>2. Discuss term "composer." Then read or listen to stories about composers.            Examples: Francis Scott Key            Julia Ward Howe            Katherine Lee Bates            Samuel F. Smith            Stephen Foster</p> <p>3. Let students compose songs of their own. Music teacher might play a tune that would fit song.</p>	<p>Piano or records            Music books            Music teacher</p> <p>Books  <u>Talks with Great Composers</u>, Arthur Abell  <u>Lives of American Composers</u>, Katherine Bakerless  <u>Music Appreciation for Every Child</u>, Gilman  <u>Boyhoods of Great Composers</u>, Catherine Gough  <u>Stephen Foster, America's Troubadour</u>, Howard  <u>Stories of Our American Patriotic Songs</u>, Lyons  <u>Young Music Makers - Boyhoods of Famous Composers</u>, Wicker  <u>Highlights - often has stories about composers</u></p>	<p>Students will become familiar of some famous composers.</p> <p>Students will have a chance to put their ideas together with music.</p>

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OBJECTIVE: To explore musical careers through varied styles of music.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Music

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>1. "Listen to Music Week" can be fun and informative. Each day for a week select a different kind of music for the children to hear. The selections could include: jazz, rock, classical, folk songs, etc. Each day suggest that a few students do some research about the selection played that day. The reports could include how and when the music originated, several composers who made the music well known, instruments that were used, etc.</p> <p>2. To arouse the children's interest, let <u>them</u> bring some selections to school.</p>	<p>"I Want to Be" Tree, Children's Press (Kit)</p>	<p>The student will learn to differentiate among different types of music.</p> <p>The students will become aware of what different composers have contributed to music.</p>

OBJECTIVE: To develop awareness of the interdependency of careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Communication Careers

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Have children make puppets depicting job. 2. Make mobiles of related and interdependent jobs. 3. Make a collage--group or individual--of communication careers.		To reflect occupational choices of individual. To show interdependency of occupations.

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OBJECTIVE: To develop awareness of an artist's career.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Art

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Each child is given a print. From this, he is to work up a small composition telling about the artist-- where he painted it how old he was where it is now	Prints, enough for each child	Learn responsibility. Become aware of each individual artist's process.

OBJECTIVE: To develop awareness of advertising careers.

GRADE LEVEL OR SUBJECT      Three and Four      AREA OR UNIT OF STUDY      Art

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
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- |   |  |  |
|---|--|--|
| 1. Give children advertiseable items and let them experience writing a short advertisement not one they have heard and not silly. |  |  |
|---|--|--|

Example:

Light Brite Candles---shines brighter than the ordinary

- |   |  |  |
|---|--|--|
| 2. Then give each a piece of paper and have them draw a picture and design the lettering around it. |  |  |
|---|--|--|

Magazine letters work fine here.

Old magazines

Become aware of what an advertising agency might have to go through.

# MATHEMATICS

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OBJECTIVE: To teach math skills as they apply to daily life.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Math (Money)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Divide the class into teams of two students each. In each time, have one student be some type of merchant, etc., with imaginary goods or services for sale. Have the other student in the team be the customer with play money or some kind of duplicated currency with which to buy things. Have the "customer" buy things from the "merchant." Check to see if correct change is being given.</li> <li>2. After a time have the two team members reverse roles and repeat the process.</li> <li>3. As a preliminary activity, have the students decide on what type of merchant they could be and do research on their choices so that they will be acquainted with proper types of goods and services to be sold.</li> </ol>	<p>Play money or some kind of duplicated currency</p> <p>Encyclopedias, reference books, etc.</p>	<p>The students will learn to make change with money and will learn about various careers in the community which offer goods and services for sale.</p>

OBJECTIVE: To learn the skills needed by a grocery clerk.

GRADE LEVEL OR SUBJECT Grade Three and Four AREA OR UNIT OF STUDY Math

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Set up a grocery store               <ol style="list-style-type: none"> <li>a. Learn to read weights on cans</li> <li>b. Set prices</li> </ol> </li> <li>2. Role play a grocery clerk and customers               <ol style="list-style-type: none"> <li>a. Total goods</li> <li>b. Count money</li> <li>c. Make change</li> </ol> </li> </ol>	<p>Cans of food Shopping Lists Game, Developmental Learning Materials Play money Toy cash register Filmstrips: "Would You Like to Be a Cashier?" Eye Gate "The Variety Store" Eye Gate</p>	<p>Students shall have experiences that relate to life goals and occupations. Learn about money. Decide to be store keeper or manager.</p>

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OBJECTIVE: To teach realization of use of math in different occupations.

GRADE LEVEL OR SUBJECT Grade Three and Four AREA OR UNIT OF STUDY Math

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Invite a carpenter to visit the classroom and explain his work and the tools he uses and how important mathematics is to him and his job.</li> <li>2. Afterward, have the children dramatize his duties. (In role playing activities)</li> <li>3. Instruct each child to make a booklet showing the various things a carpenter does in his job.</li> <li>4. If possible, visit the place a carpenter calls his "shop" or place of business, allowing the children to see first hand the type of atmosphere surrounding this occupation. Discuss with the carpenter the places he works other than his shop.</li> </ol>	<p>Local carpenter</p> <p>White paper, hole punch, yarn</p>	<p>The children should realize that mathematics in occupations is a precise thing not to be guessed at or misjudged. Note: All the pieces a carpenter makes must fit together perfectly.</p>
<ol style="list-style-type: none"> <li>5. Have the children make bulletin boards of mathematical related occupations by finding pictures of such occupations in magazines and arranging them on the bulletin board to produce a variety of interesting occupations.</li> <li>6. Invite a housewife to come and visit the class. Ask her to discuss the following: What sort of duties her job consists of. How math helps her in cooking, grocery shopping, deciding how much to cook, when breakfast is to be ready, etc. Why students should learn mathematics.</li> </ol>	<p>Old magazines, scissors</p> <p>A child's parent Use of advertising Newspapers, magazines, use of coupons for specials</p>	<p>This will illustrate to the children the great number of occupations and skills having to do with mathematics.</p>



ERIC  
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OBJECTIVE: For children to correlate math and science in relation to an occupation.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Math (Weather)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Ability to read weather instruments.</li> <li>2. Radio-meter--place in window. Moves from sun energy. Use light bulb over radio meter to show energy from light bulb.</li> <li>3. Keep record of sunrise and sunset for one month.</li> <li>4. Keep record of precipitation daily, weekly, monthly, yearly.</li> </ol> <p>Graph study.</p>	<p>Have a thermometer, barometer for observation. Use a centigrade and fahrenheit thermometer.</p> <p>K. C. Star Chart</p> <p>Any good math series.</p> <p>Local weatherman come to speak. Visit weather station to learn how instruments are used.</p>	<p>Need to know math in order to observe daily weather occurrences.</p> <p>Figure difference in day from first to last of month.</p> <p>Chart daily temperature on rainfall in different types of graphs.</p>



OBJECTIVE: To teach mathematics as it applies to measurement and occupations in our society.

GRADE LEVEL OR SUBJECT Grade Three and Four AREA OR UNIT OF STUDY Mathematics

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>1. Take a field trip to an airport. Upon returning, discuss the following:</p> <ul style="list-style-type: none"> <li>a. How many different occupations did you see? Name them.</li> <li>b. How many used math of some kind in their work? Name them.</li> <li>c. Did you notice any workers who depended upon other workers to do their work? Name them.</li> </ul> <p>2. Draw and color a picture of one of the workers named in item "b" and write a paragraph about their duties.</p> <p>3. Watch and discuss one of the following films in relation to the airport field trip.</p>	<p>White drawing paper, crayons</p> <p>Films:            "Jetliner Captain" Fass-Levy            Films, Denver, Colorado            "Transportation by Air"            Young American Films, Mc-            Graw-Hill            "The Community Airport"            Sigma Educational Films,            11717 Ventura Blvd., P.O. Box            1235 Studio City, CA 91604</p>	

OBJECTIVE: To experience activities related to a television career.

GRADE LEVEL OR SUBJECT Grade Three and Four AREA OR UNIT OF STUDY Mathematics

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>Visit a T.V. station when the children will be able to be allowed to watch the production of news, the timing done between programs and commercials, news programs, local and national broadcasting. The children upon returning to class may create their own school news, commercials and a program or two!</p>	<p>Local T.V. station</p>	<p>Should learn to present items according to a time limit and present to other classes in the building.</p>

OBJECTIVE: To develop awareness of money in buying and selling.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Mathematics

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"><li>1. Excursion to supermarket.</li><li>2. Writing to friends in other countries.</li><li>3. Bring various food items to class for them to sell or buy.</li></ol>	<p>Local supermarket</p> <p>Other countries' prices</p> <p>Empty boxes of food items.</p> <p>Play money</p> <p><u>Money Game</u>, State Fair</p> <p><u>Community College</u>, Sedalia, MO</p>	<p>To obtain values used in marketing.</p> <p>Student will learn percentages, fractions, and money values.</p>

OBJECTIVE: To develop awareness of careers in computers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Mathematics

# CAREER RELATED ACTIVITIES

## RESOURCES

## EVALUATION/OUTCOME

1. Instruct each child to bring to class with him several grocery ads from the newspaper. Each child is to pretend he has \$25 to spend and is to decide what he will spend his money on. A list should be made naming each item, the weight if needed (for price per pound) and cost. The total cost should also be tallied.  
Note: Maybe it would be wise to make sure the children understand that they can spend less than \$25, but not more.
2. Have pairs of children write thought problems with missing parts. One supplies a problem, the other a missing part. (area of space---feet of wire---people using, etc.)
3. Figure the cost of equipment in a communication area.
4. Read "From Fingers to Computers" and make a model computer. (Willerding, Margaret)

## Newspapers

Itemized list of equipment cost

Franklin Publication, 1970

To increase problem solving skill's/various occupations depend on or use mathematics.

To understand the wide variety of uses for a computer in today's world

OBJECTIVE: To become aware of the importance of math skills in all areas of life.

GRADE LEVEL OR SUBJECT Grade Three and Four AREA OR UNIT OF STUDY Mathematics

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>1. Discuss with the students why math is important, how we use it at home, on the job, food store, etc.</p> <p>2. Make up 5 written problems which have to do with arithmetic in your home, inside or out. Example from one pupil: My mother bought 4 new sets of backs and seats for her kitchen chairs. They cost \$11.88 a set. How much did it cost her altogether?</p> $\begin{array}{r} \$11.88 \\ \times 4 \\ \hline \$47.52 \end{array}$ <p>3. This was related to English as we had just written a business letter ordering something.</p>	<p>State Fair Community College, AV Library, Sedalia, MO Tom Thumb Kit</p>	<p>Student should become aware of the importance of math in all areas of life.</p>

OBJECTIVE: To be aware of the use of multiplication by an order clerk.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Mathematics

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Situation: We are all the order clerks for a base-ball team. They will need, for example, 9 gloves at \$9.35 each and many other items also. The children will find the price of each item and then find the total cost of everything.	Sports catalog for the price lists	Be aware of the use of multiplication as an order clerk.

OBJECTIVE: To recognize that math skills are a necessary part of our daily lives.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Math (Communication Careers)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"><li>1. Have children make graphs showing parents in various related jobs vs. children in school.</li><li>2. Make graphs showing time spent in a week watching T.V.--or any other activity.</li><li>3. Use advertising in newspaper to figure costs of various items. Apply to graphing if desired to show difference.</li></ol>	<p>Graph paper, clock</p> <p>Newspapers</p>	<p>Recognize the variety of related jobs and learn to make and read graphs.</p> <p>The student will be able to identify and discuss why some work activities are personally satisfying to him.</p> <p>Mathematic skills are a necessary part of daily life.</p>

OBJECTIVE: To understand one way in which mathematics may be used in an occupation.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Mathematics

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>Several times during the year measure the height weight of each child.</li> <li>Discuss a doctor's occupation and how he might use mathematics in his job, such as reading temperature, blood pressure, being able to count and measure pills and medicines, and keeping books.</li> </ol>	<p>Scales A wall chart showing the growth of each child during the school year</p> <p>"Measuring Things," Coronet Instructional Materials, 65 E.S. Water Street, Chicago, IL 60601</p>	<p>This should give children a better knowledge and understanding of inches and feet. It should introduce them to the mathematical duties of a doctor.</p>



OBJECTIVE: To develop an understanding of occupational pride.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Mathematics

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>1. Working with measurements as an extra activity, the children may want to build some bird houses and decide which kind they would want to make. They then need to determine the amount of lumber needed as well as other supplies. If possible, a visit to a lumber yard and/or hardware store would facilitate the addition of knowledge about such occupations and how mathematics is used by them. Have the children purchase the needed supplies thus handling their own money affairs. The bird houses when finished may make nice gifts for parents or grandparents.</p>	<p>Magazine pictures Local lumber yard and/or hardware store Lumber, nails, hammer, saw</p>	
<p>2. After learning to measure stationary objects, like desk tops, books, pieces of lumber, pencils, etc., discuss the type of measuring a seamstress might do. Invite a seamstress to visit the class explaining all the detailed measuring involved in dress making. How to use patterns, etc. The class can become designers and "seamstresses" and tailors by making a dress for their teacher. The teacher should pre-pick a simple pattern she likes and a white cotton cloth in the length needed. Allow the children to draw pictures and patterns all over the cloth with permanent markers in order to decorate it and make it "original." Then they must fit the pattern pieces on the cloth and cut it out. The teacher could stitch it together that evening and bring it back the next for the children to measure the dress and sleeve hems. When finished, wear it proudly. It is one of a kind!</p>	<p>Local seamstress Material Pattern Permanent markers Pins Rulers Scissors</p>	<p>In addition to experiencing measurement of a "loose" object and the problem of making two things fit each other, pattern on material and dress on teacher, the children will have a deep feeling of the satisfaction of a job well done. Pride in an occupation.</p>

OBJECTIVE: To stress the importance of measurement in the preparation of food.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Mathematics

CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
After studying fractions in class, discuss which occupation might use fractions in their jobs. Plan a trip to a bakery to watch a large quantity of "goodies" being made. Then compare it to the baking of a housewife. The children would enjoy making their own cookies and being careful to make the $\frac{1}{2}$ and $\frac{1}{3}$ cup measurements correctly.		Local bakery Ingredients for a favorite cookie Measuring cups and spoons Bowl and baking sheets Oven Clean-up facilities These may be borrowed from the school cafeteria.	This will help the children to understand that fractions are parts of a whole.

OBJECTIVE: Practice using reasoning abilities, critical thinking and problem solving.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Mathematics

CAREER RELATED ACTIVITIES		RESOURCES	EVALUATION/OUTCOME
<p>Use ten meat platters with object glued on them. The student is to associate the number of objects on the platter with the word. They would associate for example one pencil with the cards reading pencil, one and secretary. Need to make three word cards for each platter. Teach numbers, make cards of 1-10 numbers. Place platter along a ledge. Have student match number to object. After number has been learned, then use the words one through ten. Next use occupations that go with object. Pencil teacher, secretary, etc.</p>		<p>Meat platters, cards for words and numbers Items for platters</p> <ol style="list-style-type: none"> <li>1. Pencil</li> <li>2. Curlers</li> <li>3. Gum</li> <li>4. Rubber bands</li> <li>5. Beans</li> <li>6. Paper clips</li> <li>7. Bottle caps</li> <li>8. Hair ribbons</li> <li>9. Chalk</li> <li>10. Candy bars</li> </ol>	<p>The students will know how to spell numbers 1-10 and read and write new words. The student will identify numbers 1-10. Also words one through ten.</p>

OBJECTIVE: To teach math as it applies to measurement and occupations.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Mathematics

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>1. Study occupations where measuring is important.</p> <p>2. Discuss different ways measurement are used.</p> <p>3. Measure things found in class. (Part will be in groups)</p> <p>a. room d. books</p> <p>b. desk e. bulletin boards</p> <p>c. pencils</p> <p>4. Make "no-bake" cookies</p> <p>a. Follow recipe</p> <p>b. Correct measuring</p> <p>Recipe for no-bake cookies</p> <p>1 stick melted margarine</p> <p>Add: 2 cups sugar</p> <p>1/2 cup milk</p> <p>1/3 cup cocoa</p> <p>Bring to boil 2 minutes. Remove from heat.</p> <p>Add: 1 t. vanilla 1/2 cup peanut butter</p> <p>3 cups oatmeal</p> <p>Drop cookies or spread on cookie sheet.</p>	<p>Books: <u>Come to Work With Us in House Construction</u>, <u>Houghton Mifflin</u></p> <p><u>What Happens When You Build a House</u>, <u>Reilly and Lee Books</u></p> <p>Measurement tools:</p> <p>Yardsticks</p> <p>Rulers</p> <p>Gallons, quarts, pints</p> <p>Measuring cups and spoons</p> <p>Thermometers</p> <p>Scales</p> <p>Cash registers</p> <p>Calculators</p> <p>Ingredients for cookies</p> <p>Pans</p>	<p>The student shall have experiences that relate to life goals and occupations.</p> <p>Students will learn to work together to produce a final product.</p>

# SCIENCE

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OBJECTIVE: To explore archaeological careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science (Archaeology)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>1. Have books available in the classroom pertaining to the lives of some archaeologists. List on the board the names of these archaeologists. Divide the class into groups and allow each group to select an archaeologist whom they would be interested in researching. Each group will present their report to the class including archaeologists' most famous findings.</p> <p>2. Have the class bring in objects such as fossils, arrowheads, etc., that they have dug up or found and display these in the room.</p>	<p>Books about famous archaeologists Encyclopedias Fossils, arrowheads, etc.</p>	<p>The pupil will be able to identify names of famous archaeologists and what their findings were. The students may develop hobbies pertaining to archaeology which might lead to a lifetime vocation.</p>

OBJECTIVE: To explore space careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science (Astronomy)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. The class may develop a bulletin board around the theme, "Space Jobs." As each child places a picture of a worker associated with space exploration, he may tell the duties of the worker.	Jerman J. Peters, Supt. of Documents, U.S. Government Printing Office, Washington, DC	The student will become aware of the jobs in space exploration as well as the duties of each job.
2. The teacher may read to the children the booklet <u>Space Jobs</u> .		
3. The children may discuss the role that science has played in creating many occupations related to space exploration.	Notebook for sketches	The student will become aware of space careers.
4. Have students make sketches of the moon daily. Let students compare likenesses and differences in sketches as position and time.		
5. Filmstrips and Records--Introduction to Our Earth and Sun	Society for Visual Ed., Inc.	
6. Filmstrip and Record Set--Understanding our Earth and Universe	Society for Visual Ed., Inc.	
7. Filmstrips--Space and Space Travel	Society for Visual Ed., Inc.	
8. Filmstrips--Astronomy	Society for Visual Ed., Inc.	
9. Set of Filmstrips and Records--Astronomy and the Space Age	Eye Gate House	
10. Filmstrips--The Space Age	Eye Gate House	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>11. Filmstrips--Wonders of the Sky</p> <p>12. Set of Filmstrips and Records--Understanding Astronomy</p> <p>13. Visit if possible a nearby planetarium.</p> <p>14. Have guest speakers who work in the armed forces, particularly air force who would possibly know more about air or space travel, group leaders of the community, scientific organizations, or pilots.</p> <p>15. Keep scrapbook of newspaper and magazine clippings related to space travel and people and jobs involved.</p>	<p>Eye Gate House</p> <p>Eye Gate House</p> <p>Children's Books Exploring Space, Rose Wyler, Golden Press I Want to Be a Space Pilot Carla Greene, Children's Press Look to the Sky, National Aviation Council, Inc. Space Flight, Lester Rey, Golden Press Let's Go to a Rocket Base, Michael Chester, Putnam Picture Story Study Prints, Exploring Space, Society for Visual Ed., Inc.</p>	



OBJECTIVE: To develop awareness of careers related to science.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science (Chemistry)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"><li>1. With the help of the class, list on the board some jobs in which a knowledge of chemistry is necessary. For example: doctor, nurse, pharmacist, technician, chemical engineer, chemist.</li><li>2. Divide the class into groups. Each group will gather information concerning educational background and skills necessary for a specific career related to the field of chemistry.</li><li>3. Have each group share with the class the information gained. This could be done with oral reports or posters.</li><li>4. Have a druggist speak to the class about educational requirements for his job as well as some of his duties.</li></ol>	<p>Resource person: Pharmacist</p> <p>Encyclopedias, books about chemistry related careers, etc.</p>	<p>The pupils will be able to identify five jobs related to the field of chemistry. The pupils will be able to differentiate between educational background and skills necessary for some jobs as opposed to others.</p>

OBJECTIVE: To explore awareness of communication careers.

GRADE LEVEL OR SUBJECT      Three and Four      AREA OR UNIT OF STUDY      Communication and Electricity

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Have children make a small telegraph set and learn to use Morse Code.</li> <li>2. Diagram found in <u>World Book</u> under telegraph</li> <li>3. Construct a string telephone</li> </ol>	<p>Flat piece of wood, wood block  T shaped piece of iron  2 iron nails  2 thumb tacks  A flexible piece of brass or copper insulated wire  Battery  World Book - "Telegraph"  2 paper cups  String</p>	<p>To learn how a telegraph operates.</p> <p>To show a vibrating object carries sound.</p>
<ol style="list-style-type: none"> <li>4. Visit a telegraph office and watch sending and receiving of messages.</li> <li>5. Visit a telephone office and notice the complicated wiring required to make a phone call.</li> </ol>	<p>"Here is Tomorrow" Southwestern Bell Telephone  "We Learn About the Telephone" Southwestern Bell  "100 Years" Southwestern Bell</p>	<p>To become aware of some careers in electronics having to do with communication.</p>
<ol style="list-style-type: none"> <li>6. Visit a radio station and watch broadcasting procedures.</li> <li>7. Watch films</li> </ol>	<p>To learn more about Alexander G. Bell.  To explain history of communication and importance of good telephone manners  Story of man's efforts to communicate from Pres. Grant to Apollo XI moon launching.</p>	

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Communications and Electricity

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Find out if there is a large commercial electromagnet in use near you. If so, visit the place and watch the electromagnet at work.		The student will increase his knowledge of the telegraph.
2. A set of four filmstrips and two records. "Understanding Electricity."	Society for Visual Ed., Inc.	
3. "Electricity at Work," a set of six filmstrips and three records.	Society for Visual Ed., Inc.	
4. Filmstrips "The Age of Electronics" Electronic Technicians Environment Test Technicians Electro Mechanic Assemblers Age of Electronics Overview Technical Writers Machinists	Bomar Filmstrips	The student will become aware of some careers in the field of electronics.
5. Filmstrip "The Wonderful World of Work" Electrical Services	Denoyer & Geppert Filmstrips and Records	

OBJECTIVE: To explore geological careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science (Geology)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>List on the board the following careers.               <ol style="list-style-type: none"> <li>Prospector</li> <li>Geologist</li> <li>Paleontologist</li> </ol> </li> <li>Discuss with students the above occupations.</li> <li>Have a geologist, a farmer, or conservationist speak to the class about the changing surface of the earth and soil erosion.</li> <li>Experiments--on the following page.</li> </ol>	<p>Resource persons: Geologist Farmer Conservationist</p> <p>American Geological Institute, 2201 M Street, NW, Washington, DC 20415</p>	<p>The pupil will be able to identify three of the careers included in geology. The pupil will also see how hobbies and interests may sometimes lead to vocations.</p>

## EXPERIMENTS

For limestone test, use an eye dropper and some vinegar. Put a drop of vinegar on the rock and if it bubbles there is limestone in the rock.

To show how crystals form, take a glass of water (heated for quicker results) some salt (until no more will dissolve). Tie a string around a pencil and let string dangle into the water, laying pencil to rest across the glass. Other materials to try are: sugar, alum, and copper sulfate. Then just wait.

Demonstrate formation of rock layers by taking portions of several types of soil, some sand, water, stir with stick. When it has settled, add another layer. When finally all layers have dried, layers may be seen.

To show effects of glaciers, place layers of sand, soil, gravel, and a pebble mixture, mixed with water and frozen at each layer in a milk carton in the freezer. Then peel the carton off and a sheet of clay in a long pan. Leave the block of ice on the clay. Tilt the pan slightly and allow the ice to melt. Describe the moraines that are formed.

Make notebooks showing tests and results. Also one may include the three kinds of rocks. (Igneous, Sedimentary, and Metamorphic)

### Films:

- |                            |         |
|----------------------------|---------|
| a. Minerals and Rocks      | EBF     |
| b. Understanding Our Earth | Coronet |
| 1. Glaciers                |         |
| 2. How Its Surface Changes |         |
| 3. Rocks and Minerals      |         |
| c. Volcanoes in Action     | EBF     |

### Filmstrips:

- |                         |               |
|-------------------------|---------------|
| a. Face of the Land     | Life Magazine |
| b. How Rocks are Formed | Jim Handy     |
| c. The Soil             | Jim Handy     |

### Children's Books:

Adler, Irving and Ruth, The Earth's Crust, Day, 1963.  
Collins, Henry H., Wonders of Geology, Putnam, 1964.  
Herbert S., Rocks and Minerals, Golden 1957.

OBJECTIVE: To encourage students to understand how foods and eating habits are valuable to their health.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Health (Why Eat)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Have children view film "Proper Food." Discuss with children the four different food groups and their importance to a daily diet. Four groups are milk group, bread and cereal group, fruit and vegetable group, and meat group.</li> <li>2. Have children list the four groups on a poster and collect pictures for each group and paste in proper place.</li> <li>3. Have each child divide paper into three sections. Title: <del>Breakfast</del>—<del>Lunch</del>—<del>Dinner</del>. Write foods eaten, each meal under the title. Then compare with the four food groups to see if they daily eat foods from each group.</li> <li>4. Stress why all foods are important for a healthy body.</li> <li>5. Make posters showing where foods from the four groups come from.</li> <li>6. Learn to set table, plan balanced menu, discuss serving food and eating with proper table manners.</li> </ol>	<p>"Proper Food" (filmstrip) Wilmette, IL Encyclopaedia Britannica Films, Inc. "Good Eating Habits" (films) Coronet Films, Chicago, IL</p> <p>"Foods from Grains" (film) Coronet Films, Chicago, IL Proper Foods, 22F, Boonslick Library (filmstrip)</p> <p>"Good Manners Series" 10 Manners at Home 20 Manners at School 30 Manners at Play 40 Manners in Public 50 Manners while Visiting 60 Manners at Parties Boonslick Library, Sedalia, MO (filmstrip series)</p>	<p>Student awareness of the importance of a daily balanced diet to health.</p> <p>How good health is important to carry out the responsibilities of an occupation.</p> <p>The importance of table manners and how they influence our social contacts in a career.</p>

OBJECTIVE: To emphasize the importance of dental health on a person's overall good health.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science or Health

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. A play, "Judge Molar's Decision"	<u>Instructor Magazine</u>	Children should be aware that teeth are something that should be taken care of so they will last a lifetime.
2. Dental Health crossword puzzle by Sheila A. Carroll (Play and puzzle on following pages)	<u>Instructor Magazine</u>	
3. Poem "I Am a Tooth" (author unknown)	The Dentist, 4OU Boorslick Library, Sedalia, MO (filmstrip)	

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Playlet in Verse for Dental Health Week

Narrator--

Listen, children, and you shall hear  
How poor dental health can cause concern.  
A sleepy patient in the waiting room one day  
Dozed off while reading a dental display.  
The things that happened may not be true,  
But we hope it will be a lesson to you!

(Patient enters, sits down, yawns, picks up a magazine, and tries to stay awake. She begins to read and falls asleep. Bailiff T. Brush enters, walks over, and shakes patient. She awakes and appears startled.)

Bailiff T. Brush--

Wake up, young lady;  
You are hereby on trial  
For the serious charge  
Of spoiling your smile.  
Stand up for Judge Molar,  
Show proper respect;  
In this court everything  
Must be correct.

(Patient stands as Judge Molar enters. Both move to courtroom.)

Judge Molar--

The Health Court is in session.  
We're ready to start,  
So call the first witness  
And let the trial start!  
Call Mr. Bicuspid  
To be our first witness.  
He'll tell his sad tale  
Of unphysical fitness.

(Patient and judge sit. Mr. Bicuspid enters.)

Mr. Bicuspid--

Oh, I am so weak  
I'm glad a chair's handy! (Sits)  
I need healthful food  
But my mistress eats candy.  
Vegetables, fruit, meat, and milk  
Make me stronger;  
But with all these sweets  
It won't be much longer  
Till that beautiful smile  
Which she now can display  
Will show only teeth  
Full of holes and decay.



So, Honorable Judge Molar,  
You can easily see  
She's guilty, yes, guilty--  
As guilty as can be!

Judge Molar--  
I've listened very carefully  
To all you have had to say.  
This is a serious matter  
And we must not delay  
In reaching a decision  
As to guilt or innocence.  
So call another witness.  
Let the testimony commence.

(Miss Incisor enters.)

Miss Incisor--  
My name is Miss Incisor  
And I surely must confess  
That I really am embarrassed  
At being such a mess!  
I should be white and pearly,  
All clean and shiny, too,  
But as you can see,  
She never brushes me!  
Oh, what am I to do!  
I need a thorough cleaning  
Front and back and side--  
Then I would be so pretty  
I wouldn't have to hide.  
Yes, I've really been neglected  
And I wanted you to know  
That I'm very sure she's guilty!  
Look at me and see it's so!

(Sits down)

Judge Molar--  
These charges grow more serious,  
Bailiff T. Brush, call another  
Who's waiting to be heard.  
He is Mr. Bicuspid's little brother.  
(Enter Cuspid)

Cuspid--  
I'm Bicuspid's little brother  
And I want to tell you why  
The defendant must be guilty  
Since she doesn't every try  
To solve my biggest problem.

This may come as a surprise  
But I can't be strong and healthy  
WITHOUT SOME EXERCISE.  
And surely you will agree  
That everybody knows  
Without the proper kind  
You're weak from head to toes.  
She's guilty! and I do insist  
That I need my daily workout  
And with this she must assist.  
(Sits down)

Bailiff T. Brush--  
It's time for the verdict,  
So everyone stand.  
Presenting Judge Molar  
Let's give him a hand!

Judge Molar--  
This poses a problem  
Of the greatest gravity.  
Soon each of your teeth  
Will have a large cavity.  
And so you must face  
Whatever will be.  
I have no choice  
But to pronounce you--guilty!

Dental Patient--  
I know that I am guilty.  
Please give me a new chance.  
I will listen to you  
Since I see at a glance  
That you're trying to help me  
To have a nice smile,  
And be healthy and happy.  
Mr. Bicuspid, For good food you long.  
I'll give you the best  
So that you can be strong.  
Miss Incisor, I'll brush you so clean  
You'll be glad to be seen,  
Little Cuspid, I'll remember  
What you had to say  
I'll give you some exercise  
At least twice a day.

Judge Molar--  
Case dismissed! We're happy it ended like this.

Narrator--  
Our sleepy dental patient has vowed to change her way.  
Now all her teeth are happy and so we close our play.

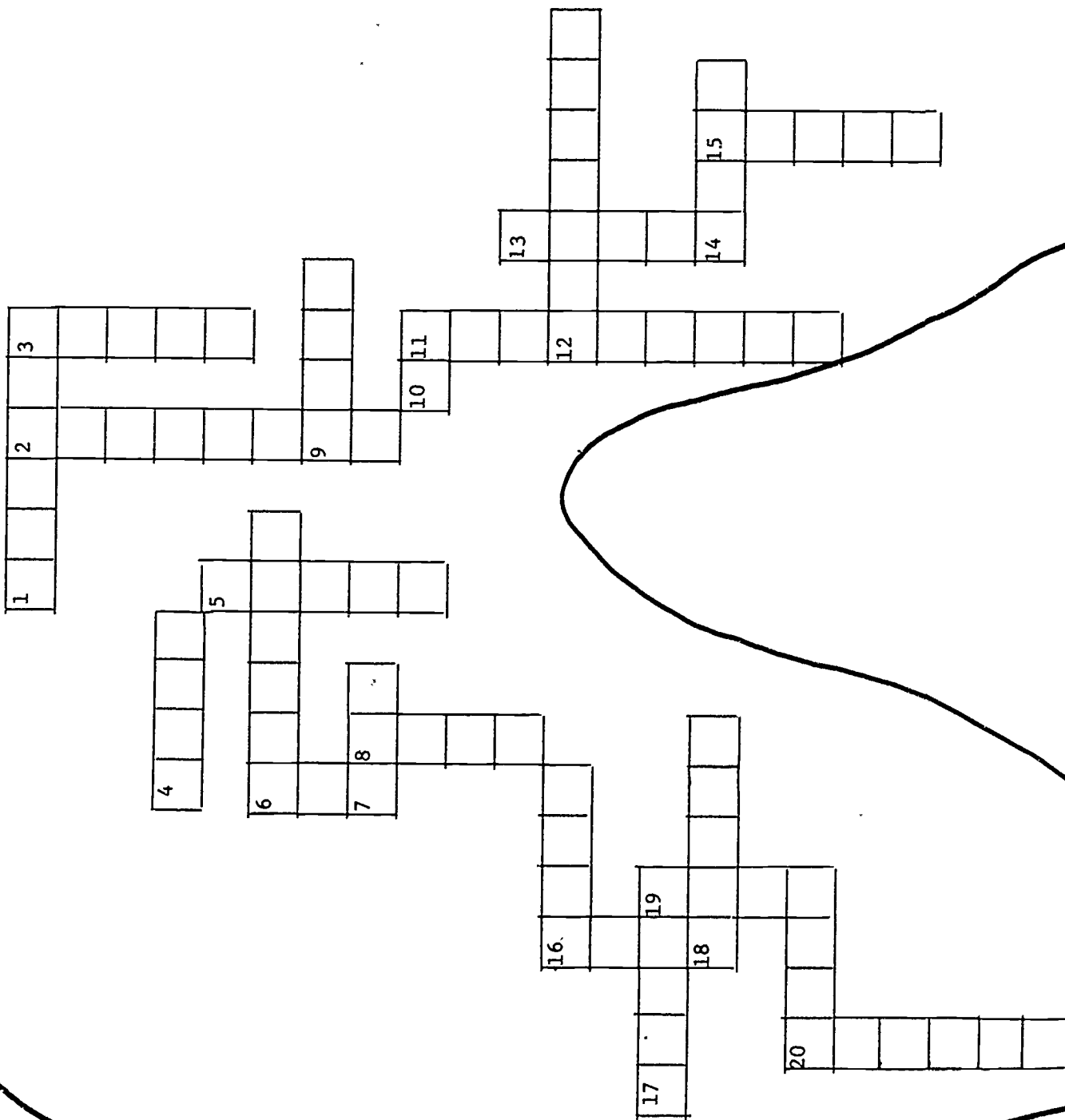
## DENTAL HEALTH PUZZLE

### ACROSS

1. Man who cares for our teeth.
4. What we eat.
6. Covering on tooth.
7. Number of times a year to see dentist.
9. Part of tooth in gum.
10. Direction we brush our bottom teeth
12. We brush our teeth after breakfast in the . . .
14. We . . . to see the dentist.
16. Our . . . is important.
17. Part of the tooth to chew our food with.
18. Opposite of morning.
20. Our teeth need . . .

### DOWN

2. Name of front teeth.
3. More than one tooth.
5. Causes cavities.
6. Food is what we . . .
8. I . . . brush my teeth twice a day.
11. We have . . . and temporary teeth.
13. We must . . . our teeth twice a year.
15. You should . . . your dentist twice a year.
16. We brush our top teeth.
19. Some of you will be . . . (age) this year.
20. Hole in tooth is a . . .



OBJECTIVE: To learn about occupations related to the health field.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Health (Health Workers)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Have students find pictures of clothes or uniforms that will identify four different occupations in the health field, such as nurse, physical therapist, etc.</li> <li>2. Set up a first aid center; ask for four volunteers to participate in the center. Each participant will draw a job assignment from a job bank. Each student will orally describe the duties of his job. The job assignments will be:               <ol style="list-style-type: none"> <li>a. doctor</li> <li>b. nurse</li> <li>c. nurse's aid</li> <li>d. ambulance driver</li> </ol> </li> </ol>	<p><u>Medical Books for Children</u>  <u>Lerner Publications Company</u>  <u>State Fair Community College</u>  <u>Resources Center</u></p>	<p>Through the search for clothes, the student will learn what some of the occupations are.</p> <p>The student will display his knowledge of these health occupations.</p>
<ol style="list-style-type: none"> <li>3. Invite the school nurse to discuss with the class the importance of good health habits. Stress the importance of keeping things neat and clean. At the same time, the nurse could discuss with the children her duties and requirements for becoming a nurse.</li> </ol>	<p>Resource person</p>	<p>The student will gain information about the importance of cleanliness in health jobs. The student will gain knowledge about training required to become a nurse.</p>
<ol style="list-style-type: none"> <li>4. Draw posters showing the doctor, ambulance driver, custodian at work.</li> </ol>	<p><u>World Book Encyclopedia</u></p>	
<ol style="list-style-type: none"> <li>5. Study biographies of important people in the realm of health services.</li> </ol>		
<ol style="list-style-type: none"> <li>6. Have students write a descriptive paper about various occupations of health services and let their peers try to guess who they are describing.</li> </ol>		

OBJECTIVE: To learn about careers related to the health field.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Health

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
1. Draw or make a bulletin board display representative of health services.	Lerner Publications Co.	The student will through self-expression reveal his knowledge of health occupations.
2. Introduce the book series <u>Medical Books for Children</u> , Career Education Project Resource Center State Fair Community College, Sedalia, MO		
3. Display on bulletin board prints on health careers.		
4. Make puppets. Use the puppets to explain about "People Who Help Us Take Care of Our Bodies."	Missouri Health Careers Program, Jefferson City	The students express their knowledge of nursing as it relates to the aged.
5. Ask students to list duties of nursing in home for the aged.		
6. "Good Health and You," filmstrip	Eye Gate House 146-Cl Archer Ave Jamaica, NY 11435 Society for Visual Education	The student will through self-expression reveal his knowledge of health occupations.
7. Multi-Media Kit "Learning About Your Body" six filmstrips		
8. Multi-Media Kit "Drugs and Your Health" 10 sound filmstrips	Society for Visual Education	
9. "Drugs and You," set of four filmstrips	Society for Visual Education	The students express their knowledge of nursing as it relates to the aged.
10. "Visit to the Waterworks," 11 minute film	Encyclopedia Britannica	

OBJECTIVE: To learn about careers related to health careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Health

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>1. "The Doctor," 10 minute film  "The Nurse," 11 minute film  "Health Series," filmstrips  "Experiences in Living Series," filmstrips</p> <p>2. Make pretend tools used in the various occupations of health services.</p> <p>3. View free films:  "American Doctor" 29 minute  "Counter Attack" 29 minute  "Horizons Unlimited" 28 minute  "You Be the Doctor" 27 minute  "Breaking the Sound Barrier" 28 minute  "Helping Hands for Julie" 26 minute  "I am a Doctor" 30 minute</p>	<p>Encyclopedia Britannica  McClintock Producers</p> <p>Young America Filmstrips  (McGraw-Hill)</p> <p>Swank Motion Pictures, Inc.  Sponsored Film Dept.  201 S. Jefferson Avenue  St. Louis, MO 63166  Associated Films, Inc  512 Burlington Avenue  La Grange, IL 60525  Sterling Movies, Booking  Dept., 43 West 61st St.,  New York, NY 10023</p>	<p>The student will become aware of various health occupations as well as the tools used in those occupations.</p>
<p>4. Introduce the books, <u>I Want to be a Doctor</u>  <u>I Want to be a Dentist</u>  <u>I Want to be a Nurse</u></p> <p>5. Introduce the book <u>Come to Work With Us in a Hospital</u>  Introduce the book <u>Careers in a Medical Center</u>  Available in Resource Center.  Use the <u>Job Experience Kit</u>, available in Resource Center.  Booklet "Health Services"</p> <p>6. Film "Jobs in Health"  <u>Community Helpers</u> - Study Prints</p>	<p>Carla Greene, Children's Press</p> <p>Houghton Mifflin  Early Career Books  Lerner Publications Co.  <u>Job Experience Kit</u>, Science Research Assoc., Inc.  King Features, Career Education Series  Sterling, 1970  Picture Story Study Prints  Singer, SVE Color</p>	

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CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>7. Hospital Helpers - Study Prints</p> <p>8. The children may read related books.</p>	<p>Picture Story Study Prints Singer, SVE Color</p> <p><u>A Visit to the Doctor</u>, Berger, Knute, and others Grosset, 1960</p> <p><u>A Visit to the Hospital</u>, Chase, Grosset, 1957</p> <p><u>First Book of Nursing</u>, Eltling, Watts, 1951</p> <p><u>About Jack's Dental Checkup</u>, Ruth Jubelier, Melmont, 1959</p> <p><u>Our Friendly Helpers</u>, Hoff- man and Hefflefinger, Melmont, 1954.</p> <p>Children's Hospital c/o American Hospital Assoc. 840 N. Lake Shore Drive Chicago, IL</p>	<p>Society for Visual Education</p> <p>McClintock Producers, 6 Heathcote Road, Scarsdale, NY</p>
<p>9. "True Story about Hospitals," film 13 minute, color</p> <p>10. "Development of Drugs and Their Role," set of two filmstrips "Drugs and Your Health" and "Behind your Physician's Prescription" "My Father is a Public Health Doctor," and "My Mother is a Public Health Nurse."</p>		



OBJECTIVE: To explore careers related to marine science

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science (Marine Science)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Have students make a list of as many careers in marine science as possible.</li> <li>2. Discuss occupations relating to fishing in the oceans.</li> <li>3. Discuss occupations relating to tourism and the ocean.</li> <li>4. Discuss different occupations in the Navy.</li> <li>5. Write for information about oceanography and related careers.</li> <li>6. Ask the students to make a collage which deals with the ocean and its inhabitants and the various occupations which are opening up in this area.</li> <li>7. Discuss Jacques Cousteau with the students and ask the students what he does for a living, and why. As you continue this discussion, ask the students what jobs must be done so that Jacques Cousteau can continue to explore the oceans.</li> <li>8. Discuss with the students the importance of continued marine exploration and study. It would be advantageous to include a brief discussion of the new jobs which are opening in this area.</li> </ol>	<p>University of California Scripps Institution of Oceanography, LaJolla, CA 92037</p>	<p>The teacher may decide how well informed students are about careers in the field of marine science.</p> <p>The student will become aware of the occupations related to marine science in the Navy.</p> <p>The students will become aware of careers opening up in oceanography.</p> <p>Through a discussion of Jacques Cousteau, the children may become more interested in the field of marine exploration.</p>

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>9. If the television programs of Jacques Ives Cousteau are available, the students should be encouraged to watch them to increase their knowledge of some of the work done by marine scientists.</p>		<p>The students will develop a better understanding of the career of marine exploration.</p>
<p>10. <u>I Want to be a Fisherman</u>, introduce this book to students. <u>I Want to be a Ship Captain</u></p>	<p>Carla Greene, Children's Press</p>	<p>The student will understand the work of a fisherman and/or ship captain.</p>
<p>11. Introduce the book, <u>How We Travel on Water</u>. Available in State Fair Community College Resource Center.</p>	<p>Basic Understanding Series Benefic Press</p>	
<p>12. Show posters Science Careers, available in Resource Center.</p>	<p>Career posters Minnesota Department of Education</p>	
<p>13. Role play careers that deal with marine science a. Underwater archaeologist d. Fisherman b. Marine surveyor e. Marine botanist c. Oceanographer f. Naval careers Cut out pictures of jobs where people are involved in marine occupations.</p>		<p>To have the student really feel that he is involved in these various careers.</p> <p>The student will become aware of the many occupations.</p>
<p>14. Discuss products of the ocean and the occupations or jobs related to the acquisition of these products. Reports could be made about the products.</p> <p>15. Write letters to children living near a coastal region. Ask these children to measure the difference in tide levels for your class. Discuss how the tides affect some occupations.</p>		<p>To increase students knowledge of products of the sea.</p> <p>The students should understand that tide levels do affect some occupations.</p>
<p>16. Make an exhibit of models and pictures of different kinds of boats and ships. Discuss the ship building career.</p>		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
17. Discuss how living sponges differ from the "sponges" used for cleaning purposes. Discuss the occupation of sponge fishermen.	Society for Visual Ed., Inc. 1345 Diversey Parkway Chicago, IL 60614  The Viking Press, 1961  F & M Phlegar  Film Assoc. of California  Harper & Row, 1957	The student will become aware of the occupation of sponge fishermen.  The student will increase his knowledge of the work of the Coast Guard.
18. Ask students to make reports concerning the work of the Coast Guard. Pupils could write about qualifications, education, training.		
19. Discuss how ship building as a trade is declining in Maine. Relate to this the fact that technology and a changing society can cause a decline in the need for some occupations.		
20. "Understanding Oceanography, a set of six filmstrips and three records.	Society for Visual Ed., Inc. 1345 Diversey Parkway Chicago, IL 60614  The Viking Press, 1961  F & M Phlegar  Film Assoc. of California  Harper & Row, 1957	The student will have a better understanding of oceanography.
21. Book, <u>Searchers of the Sea: Pioneers in Oceanography</u> 22. <u>You will Live Under the Sea</u>		
23. "Oceanography: Science of the Sea" 11 minute, color or black and white		
24. <u>Undersea Explorer: The Story of Captain Jacques Cousteau</u>	Harper & Row, 1957	After reading of Jacques Cousteau, the student may become more interested in the field of marine exploration.

OBJECTIVE: To explore careers related to plant studies.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science (Plant Study)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Make a collage of different careers that involve plants.</li> <li>2. Role play some of these career situations.            Botanist                      Chemical Fertilizer Manufacturer            Grain Farmer              Orchard Grower            Biologist                    Greenhouse Worker            Truck Farmer              Florist            Conservationist          Worker on an Exp. Farm</li> <li>3. Ask the student to make a report on the career involving plants that interests them the most.</li> <li>4. Display tools of some of the occupations that work with plants.</li> <li>5. Invite a local farmer, orchard grower, etc., in to speak to children about plants as a part of their profession.</li> <li>6. Visit a local greenhouse or farm, perhaps an experimental farm and ask workers to explain their jobs.</li> <li>7. Make a bulletin board showing different careers involving plant growth or study.</li> <li>8. Plant seeds and observe growth to show what many of these careers involve.</li> </ol>	<p>Resource person</p>	<p>The students will become aware of careers involving plants.</p> <p>The student will show which occupational interests him most of all.</p> <p>The student will increase knowledge and interest in these careers.</p> <p>The students will gain an understanding of these careers.</p>

OBJECTIVE: To illustrate careers involving knowledge of plants.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science (Plant Study)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"><li>1. Discuss these occupations: botanist, grain farmer, biologist, truck farmer, conservationist, fertilizer manufacturer, orchard grower, greenhouse worker, florist, and farm worker.</li><li>2. Ask students to report on at least one of these careers.</li><li>3. Display tools and pictures of these occupations.</li><li>4. Visit a local greenhouse or farm. Invite a local farmer or orchard grower in to speak to the class. Plant seeds and observe their growth.</li></ol>	<p>Library materials containing information on these occupations</p> <p>Tools used in plant growing and care</p> <p>Resource person</p>	<p>Students should become aware of careers involving plants.</p>

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OBJECTIVE: To emphasize the use of measurement in careers.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science (Scientific Measurement)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Ask students to make a list of all occupations that use measuring devices in their work.</li> <li>2. Have students fill pint, quart and gallon size jars with water. Have them show the relationship in these liquid measurements. Bring in cups, measuring spoons, boxes equal to bushels and pecks. Have students demonstrate relationships here. Have them name jobs that use liquid and dry measure.</li> <li>3. Assign students an area to cover with brick and ask them to figure the number of brick needed to cover the area by using 7 brick per square foot.</li> <li>4. Discuss the ways different occupations use different units of measure.</li> <li>5. Have children role play these career situations, showing the ways they use measure.  baker pharmacist  carpenter pipefitter  dressmaker surveyor  plumber dietician</li> <li>6. Make a display of measuring devices used in different careers.</li> <li>7. Cut out pictures of jobs where people use measurement in their work.</li> <li>8. Have students make a scale drawing of the classroom and/or the campus to show profession of the draftsman or architect.</li> </ol>		<p>The student will become involved in using liquid and dry measure.</p> <p>The student will figure the number of brick needed for a specific area, as a bricklayer does.</p> <p>The student will display the understanding that they have of measure in these various career situations.</p> <p>The student will become aware of jobs where people use measurement.</p>

OBJECTIVE: To explore careers related to the environment.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science (Stages in Life Cycles)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>1. Invite a biologist, farmer, forester, veterinarian, etc., to explain to children how studying various organisms in stages of their life cycles is a part of his profession.</p> <p>2. Have children make a list of all the different careers where professionals would see various organisms in different stages of life cycles. Example: veterinarian, wildlife specialist, forester, farmer, nurseryman, truck gardener, botanist, conservationist, hatchery worker, greenhouse worker, zoo caretaker.</p> <p>3. Plan a field trip with the purpose of seeing the actual environments that these professionals work in, also see examples of organisms in stages of life cycles.</p> <p>4. Role play one of these professions: farmer            zoo caretaker    doctor park caretaker   poultry farmer   nurse greenhouse worker   veterinarian   biologist</p> <p>5. Put up posters of agri-science careers, Resource Center</p> <p>6. Ask children to cut out pictures of various careers where people are working with organisms in stages of life cycles.</p> <p>7. Introduce children to the book <u>I Want to be a Farmer</u></p>	<p>Resource person</p> <p>Career posters, Minnesota Department of Education</p> <p><u>I Want to Be Tree,</u> Children's Press</p>	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
8. Ask children to select one of the careers discussed that they feel would be the most interesting.	Reilly & Lee Books Henry Regnery Company	The student will see animals in different stages of life cycle, through this book.
9. Introduce the book <u>What Happens at a Zoo</u> , Resource Center		



OBJECTIVE: To obtain knowledge of weather forecasting.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science (Weather)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>1. Invite a forecaster from your local weather bureau to your class. Ask him to discuss the accuracy of weather forecasting over the last two years. Have him explain the reasons why forecasters are sometimes wrong.</p> <p>2. Set up a classroom weather station. Obtain a thermometer and a barometer. Make a weather vane. Make daily weather forecasts. Put out a classroom weather bulletin.</p> <p>3. Enact a television weather forecast.</p> <p>4. Write to the United States Weather Bureau in Washington, DC and ask for an old weather map. Learn to read an official weather map. Explain how weather forecasters use these maps in their careers.</p> <p>5. Refer to the weather forecasts in your newspaper for one month. Keep a record of the accuracy of these forecasts. Did the forecasters make errors in predicting temperatures, precipitations, clouds? How frequent were the errors?</p> <p>6. Show the filmstrip, "A Trip to the Weather Station"</p> <p>7. Introduce the book, <u>Let's Go to a Weather Station</u></p> <p>8. Show the film, "The Weather Station"</p>	<p>Resource person</p>   <	

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CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>9. Display some of the tools that a meteorologist uses and assign a particular instrument to each child for daily reading.</p> <p>10. Have students study drawings of a typical weather station.</p> <p>11. Have two forecasting teams and have them compete against each other in developing the most accurate forecast.</p> <p>12. To receive a class packet for the study of weather write to: U. S. Department of Commerce Environmental Science Services Administration Environmental Data Service Chief Publication Section (AD 143) Rockville, MD 20852</p>	<p>"Weather Wizards," film Teaching Film Custodians, Inc., New York, NY</p>	<p>The student will become familiar with a weather station.</p>
<p>13. Introduce the book, <u>At a Weather Station</u>, available in Resource Center</p> <p>14. "Fundamental Elements of Weather," a set of 10 captioned color filmstrips with teacher's manual. About weathermen at work.</p> <p>15. "Fundamentals of Science," Set III, set of nine captioned color filmstrips with teacher's manual. Deals mostly with weather.</p> <p>16. "Fundamental Elements of Weather," a set of 10 filmstrips with teacher's manual.</p>	<p>"What Happens Series" Reilly and Lee Books, Henry Regnery Company Eye Gate House, career resource material</p> <p>Eye Gate House, 146-01 Archer Avenue, Jamaica, NY 11435</p> <p>Eye Gate House</p>	

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>17. "Basic Weather Series," full color filmstrips show photographs taken by weather satellites, "Why does the weather change?" "Why the seasons?" "Why does it rain, snow, hail and sleet?"</p> <p>18. "Understanding Weather and Climate," filmstrips and records</p> <p>19. Children's book <u>Dan the Weatherman</u></p> <p>20. Watch sunsets and make a water painting of colors seen in sunset.</p> <p>21. Draw silhouettes of landscapes and past on background.</p> <p>22. Save calendar prints of different seasons and talk about how weather is involved.</p> <p>23. Draw pictures of different phases of weather--tornado, wind, snow, rain, etc.</p> <p>24. Study of color.</p>	<p>Society for Visual Ed., Inc. 1345 Diversey Parkway Chicago, IL 60624</p> <p>Society for Visual Ed., Inc.</p> <p>Jene Barr, Whitman, 1958.</p> <p>Observation</p> <p>Bulletin board on "Roy G. Biv"</p> <p>Colors of the rainbow</p> <p>Use prism to show how light can be reflected. Poem, "The Moths"</p>	<p>Appreciation of beauty in nature.</p> <p>Children will appreciate art work they have done.</p> <p>Through pictures show what damage or good weather does.</p> <p>Understand how rainbow is formed.</p>

OBJECTIVE: To develop awareness of weather and its effect on their lives.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<ol style="list-style-type: none"> <li>1. Discuss different types of weather.</li> <li>2. Bring in pictures of different kinds of weather.</li> <li>3. Make a large weather calendar and mimeograph smaller ones for each student.</li> <li>4. Listen to weather reports.</li> <li>5. Fill in weather calendars.</li> <li>6. Study of cloud types and what to expect from each.</li> </ol> <p>Learn cause of tornadoes and precautions.</p>	<p>Book, <u>What Happens at a Weather Station</u>, Reilly &amp; Lee Books Radio Outside thermometer Poster board Colored marks Crayons Reference book, <u>How's the Weather</u>, <u>Childcraft</u>, No. 10</p> <p>Transparencies: "Cloud Types" Hammond Earth Science Robert E. Boyer, Ph.D. Dept. of Geology, University of Texas "Cloud Formations" Instructo Products, Philadelphia, PA 19131 "Talking Weather Map" C. S. Hammond &amp; Company Maplewood, NJ <u>Lightning and Thunder</u>, by Herbert S. Zim, William Morrow &amp; Company</p>	<p>The student shall have experiences that relate to life goals and occupations.</p> <p>Ability to name major cloud types. In small way, keep a record of different cloud types and learn to predict weather happenings.</p>

OBJECTIVE: To learn some of the necessary requirements for the career of weather forecasting.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science (Weather)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
To get children interested in the study of weather show this film and play this tape.	<p>Film: "How Weather Is Forecast" No. 722, Coronet Instructional Film (16mm) Coronet Films, Coronet Bldg., Chicago, IL Tape: "Let's Find Out About Weather" Imperial Productions Books: <u>Science - Hobby Book of Weather Forecasting</u>, by Robert Wells, Lerner Publication Company, Minneapolis, MN <u>Exploring the Weather</u> by Roy Gallant, Garden City Books, Garden City, NY <u>The First Book of Weather</u> by Rose Wylar, Franklin Watts, New York (Gives experiments and the Beaufort Scale for wind speed)</p>	

OBJECTIVE: To explore careers related to weather forecasting.

GRADE LEVEL OR SUBJECT Three and Four AREA OR UNIT OF STUDY Science (Weather)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
<p>1. Invite forecaster from local radio station to class. Ask him to bring yearly and monthly averages of rainfall and temperatures with him. Let him explain some what skills the weather forecaster must use.</p>	<p>Jack Abdon, KMMO, Marshall, MO</p>	<p>Children will become more interested in study of weather and more aware of skills needed to be a forecaster.</p>
<p>2. Visit radio station and see radar set-up and other weather instruments used.</p>	<p>Harold Douglas, KMMO, Marshall, MO</p>	<p>Become more aware of technical instruments used.</p>
<p>3. Filmstrips should be shown before visit to the station so the children will better understand the tools of the weatherman.</p>	<p>Filmstrips: "Exploring the Clouds in the Sky" Budek Films and Slides, Inc. 1968.          "Why Do We Have Warm and Cold Days?" "Why Do We Have the Wind?" "Why Does It Rain?" Filmstrip House          "Our Weather" Encyclopedia Britannica Films          "Why the Seasons?" Society for Visual Education, Chicago, IL          "Weather Fronts and Forecasting" McGraw-Hill Book Company, Poplar Science Publishing Co. New York, NY</p>	<p>Understand a little better why we have certain kinds of weather.</p>



# AUDIO-VISUAL MATERIAL

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The establishment of audiovisual library is included as a part of the Career Education Project housed at State Fair Community College. It is to be developed throughout the three-year span of the project. After this time, it will continue to operate for school personnel in the community college district.

The library is housed in the Learning Resources Center at State Fair Community College. All school personnel in the Career Education Project and the community college district have lending privileges. A handbook containing complete check-out information along with necessary forms is available through each principal, counselor and librarian as well as from those teachers who were designated to work with the project during the 1975-76 school year.

The Career Education Resource Library has been reorganized to better meet your needs. It has been divided into the three following levels:

Elementary materials will be recognized by the use of a yellow dot over the catalog number. In addition ELEM will be included in the catalog number. Example: KT  
ELEM  
CE1

Junior High/Senior High materials will be recognized by the use of a green dot over the catalog number. In addition JRSR will be included in the catalog number. Example: KT  
JRSR  
CE2

Elementary-Junior High/Senior High will be recognized by the use of both a yellow and green dot. In addition both ELEM and JRSR will be included in the catalog number. Example: KT  
ELEM  
JRSR  
CE3

For your convenience, we have color coded the sections included in this resource list. The color codes are as follows:

Elementary Materials	Yellow
Junior High/Senior High	Green
Combination ELEM/JRSR	Blue

Recommendations and evaluations of materials in the Career Education Resource Library are available to anyone interested. The Assistant Librarian in the CERL and AV Specialist will always be available to assist all teachers with the use of the library.

If you visit the Career Education Audiovisual Library in the Learning Resources Center, you will be able to locate materials more quickly by noting the color-coded labels. All of the materials other than books and periodicals are color-coded. The color and code is as follows:

<u>Item</u>	<u>Code</u>	<u>Color</u>
Kit (a combination of two or more media designed to be used as a unit)	KT	Black
Cassettes	CT	Red
Posters, Charts	PA	Orange
Filmstrips	FS	Green
Games, Puzzles	GA	Blue
Realia (actual objects or specimens)	RE	Brown

## PROCEDURE FOR CHECKING OUT MATERIALS FROM CAREER EDUCATION RESOURCE LIBRARY

### To Reserve:

1. Reservation cards will be available in all school offices.
  - A. Be sure to state desired material in order of preference.
  - B. Be sure to send cards to Career Education, State Fair Community College, Sedalia, MO 65301; or give cards to component specialists on their visits.
2. All reservations received will be posted up on a three month rotating calendar which will be placed in the Career Education Resource Library in SFCC.
3. Reservations made more than three months in advance will be filed with the Resource Library Assistant and will be transferred to the three month calendar at the appropriate time.
4. Reservations may also be called in to the SFCC Library, phone 826-7100, ext. 27. (Ask for Career Ed. Resource Library Ass't. or Career Ed. AV Specialist)
5. Confirmation of dates will be sent to teachers immediately upon booking.

### To Checkout

1. Use checkout form available.
2. When materials are due, make arrangements to have this returned as close to due date as possible.
3. When the extension of any of the materials is desired, please call Resource Library Assistant or Career Ed. AV Specialist to check to see whether or not it has been previously reserved or inquire at component specialists.

### To Return

1. Return all materials to Career Ed. Resource Library by:
  - a. Component specialist or any career ed. staff member
  - b. Mail
  - c. Bringing material to SFCC Career Ed. Resource Library
  - d. Student enrolled in area Vo-Tech school program at SFCC

### To Evaluate

1. Evaluation forms are sent with the material requested.  
Please fill out and return with materials.
2. If Student Reaction Forms are sent, please have your students complete them and return them with materials.

### Overdue Materials

Reminders will be sent to all teachers with overdue material.

# ELEM BOOKS

- | <u>Call No.</u>                      | <u>Book</u>   |
|--------------------------------------|---|
| LC<br>1043<br>.C37<br>ELEM<br>JRSR   | <u>Career Education: What It Is and How To Do It</u> , Olympus Publishing Co. Provides answers to some often-asked questions about career education. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.  |
| LB<br>1027.5<br>.C37<br>1973<br>ELEM | <u>Career Education and the Elementary School Teacher</u> , Olympus Publishing Co. A "how to do it" book aimed at the elementary level. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.   |
| ELEM<br>JRSR                         | <u>Career Education: A Curriculum Design and Instructional Objectives Catalog</u> , American Institutes for Research. Includes an introduction plus many examples of instructional objectives in various areas. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.   |
| LC<br>1044<br>.K46<br>ELEM<br>JRSR   | <u>Planning and Organizing Career Curricula: Articulated Education</u> , Howard W. Sams and Co., Inc. Includes sections on Transition to Articulated Programs, Structuring Experiences, Developing Learning Experiences, and Assessing, Staffing, and Managing Career Programs. Circulation period 3 weeks, suggested for teachers, counselors, and administrators. |
| HF<br>5382.5<br>S24<br>ELEM          | <u>Alike and Different</u> , Benefic Press. First in series entitled "Careers for All." Circulation period 4 weeks, suggested for grade 4.  |
| HF<br>5381<br>.C2657<br>ELEM<br>JRSR | <u>Career Guidance: A Handbook of Methods</u> , Charles E. Merrill Publishing Company. A professional reference book in career programs including a compendium of career guidance methods. Circulation period 3 weeks, suggested for counselors.  |
| LB<br>1031<br>.D7<br>ELEM<br>JRSR    | <u>Handbook of Curriculum Design for Individualized Instruction: A Systems Approach</u> , Educational Technology Publications. Contains precise guidelines for designing and developing curriculum materials from rigorously defined behavioral objectives. Circulation period 3 weeks, suggested for teachers and administrators.                                  |
| ELEM<br>JRSR                         | <u>Planning, Implementing, and Evaluating Career Preparation Programs</u> , McKnight Publishing Company. A manual in loose-leaf form on strategies, identification, development, implementation and evaluation of programs: includes a "kit of tools" for activities, surveys, etc. Circulation period 4 weeks, suggested for teachers and administrators.          |

<u>Call No.</u>	<u>Book</u>
LB 1029 .N6 K36 ELEM JRSR	<u>Preparing and Using Individualized Learning Packages for Ungraded, Continuous Progress Education</u> , Educational Technology Publications. Textbook written in Individualized Learning Packages developing a means for creating such materials to be used within the present structure of our school systems. Circulation period 4 weeks, suggested for teachers and administrators.
ELEM JRSR	<u>How to Write and Use Performance Objectives to Individualize Instruction</u> , Educational Technology Publications. A four-volume series including: <u>How to Analyze Performance Outcomes</u> <u>How to Write Performance Objectives</u> <u>How to Classify a Performance Objective</u> <u>How to Develop Performance Instructional Activities and Evaluations</u>  Circulation period 4 weeks, suggested for teachers and administrators.
LB 1570 .K28 ELEM JRSR	<u>Behavioral Objectives in Curriculum Development</u> , Educational Technology Publications. A book of selected readings and bibliography on behavioral objectives. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
LB 1131 .P629 ELEM JRSR	<u>Criterion - Referenced Measurement</u> , Educational Technology Publications. A series of papers on criterion-referenced scores. Circulation period 3 weeks, suggested for teachers, counselors, and administrators.
ELEM JRSR	<u>Manpower and Economic Education</u> , Love Publishing Company. Includes units on the individual and the nature of work, the economic world, the manpower market, career opportunities in the American economy and technology, skills and investment in education.
ELEM JRSR	<u>NVGA Bibliography of Current Career Information</u> , 1973 Edition, National Vocational Guidance Association, Division of APGA. Contains a current career literature listing, career film reviews and a publisher's index. Circulation period 2 weeks, suggested for students, teachers, counselors and administrators.
HF 5381 .P43 ELEM JRSR	<u>Perspectives on Vocational Development</u> , American Personnel and Guidance Association. Contains five parts: introducing vocational development (2, 3, 4) discussing vocational development theory in the past, present and future also special applications. Circulation period 4 weeks, suggested for teachers, counselors, and administrators.

<u>Call No.</u>	<u>Book</u>
ELEM JRSR	<u>The Maturity of Vocational Attitudes in Adolescence</u> , American Personnel and Guidance Association. The second volume of the APGA Inquiry Series includes findings and discussion of the Vocational Development Project. Circulation period 2 weeks, suggested for counselors, teachers and administrators.
LB 1541 .A3 ELEM	<u>Creative Woodwork in the Kindergarten</u> , T. S. Denison and Company, Inc. A booklet explaining why small children should be encouraged to use woodworking tools and how they can be taught to use them safely. Also included are instructions for projects they can make. Circulation period 4 weeks, suggested for primary teachers. (2 copies available)
T 65 .S39 ELEM JRSR	<u>Teaching Children about Technology</u> , McKnight Publishing Company. A three-part text to help teachers teach students about the complexities of industry. Circulation period 2 weeks, suggested for use by teachers.
ELEM JRSR	<u>Developing Students' Potentials</u> , Education Resources Division, Capitol Publications, Inc. Provides the reader with information on three programs that have been conducted in a variety of settings with research and references: Achievement Motivation Training, Human Potential Group Training, Eliminating Self-Defeating Behavior Training. Circulation period 2 weeks, suggested for counselors and teachers.
ELEM JRSR	<u>The Parents' Role in Career Development</u> , The National Vocational Guidance Association. To enable parents to help their children make their occupational choice. Circulation period 1 week, suggested for teachers, counselors and administrators.
ELEM JRSR	<u>Guidelines for the Preparation and Evaluation of Career Information Media</u> , National Vocational Guidance Association. A set of Guidelines for filmstrips, films and occupational literature. Circulation period 2 weeks, suggested for teachers and counselors.
TT 185 .L4 ELEM	<u>Carpentry for Children</u> , Sterling Publishing Company, Inc. A book with ideas of things for children to make out of wood. Has step-by-step directions, complete with pictures. Circulation period 4 weeks, suggested for elementary level.

# BOOK SERIES

<u>Call</u> <u>Number</u>	<u>Name</u> <u>Publisher</u> <u>Description</u>
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PZ 9 .W63 Co ELEM	"Come to Work with Us" Series, Houghton Mifflin. Books with glossaries, teacher's manual. Circulation period 4-6 weeks, suggested for primary level. (Note: Use the same call number for checking out entire series or any individual book.) Includes <u>Come to Work with Us In:</u>
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<u>a Newspaper</u>	<u>a Bank</u>
<u>House Construction</u>	<u>a Hotel</u>
<u>a Department Store</u>	<u>Aerospace</u>
<u>a Hospital</u>	<u>a Toy Factory</u>
<u>an Airport</u>	<u>a Dairy</u>
<u>a TV Station</u>	<u>a Telephone Company</u>

"What Happens" Series, Reilly and Lee Books, Henry Regnery Company. Books that answer questions about what really happens in the systems and institutions that affect students' daily lives. Circulation period 4-6 weeks, suggested for grades 2-4. (Note: Omit call number when checking out entire series. Use call number given when checking out individual titles.) Includes What Happens:

TL 153 .S496 ELEM	<u>At a Gas Station</u>
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PN 4737 S48 ELEM	<u>At a Newspaper</u>
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HF 5472 .U7 ELEM	<u>At a State Fair</u>
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PZ 10 .S558 We ELEM	<u>At a Television Station</u>
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QC 875 .U7 S5 ELEM	<u>At a Weather Station</u>
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PZ 10 .S558 WF ELEM	<u>At a Zoo</u>
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317

<u>Call No.</u>	<u>Book</u>
SF 604.5 .S5 ELEM	<u>At an Animal Hospital</u>
GV 1801.5 .S52 ELEM	<u>At the Circus</u>
Z 147 .S45 ELEM	<u>In a Car Factory</u>
	<u>In a Skyscraper</u>
TH 4811 .S45 ELEM	<u>When You Build a House</u>
PZ 10 .S558 Wh ELEM	<u>When You go to the Hospital</u>
HE 6078 .S46 ELEM	<u>When You Mail a Letter</u>
TK 6165 .S5 ELEM	<u>When You Make a Telephone Call</u>
HG 1576 .S5	<u>When You Put Money in a Bank</u>
HB 171.7 .S48 ELEM	<u>When You Spend Money</u>
HE 9787 .S5 ELEM	<u>When You Travel By Plane</u>



<u>Call No.</u>	<u>Book</u>
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TK	<u>When You Turn On the Light</u>
148	
.S53	
ELEM	

Early Career Books, Lerner Publications Company. Book series with each book describing related occupations in the area indicated in the title. Includes a full-page color picture of each occupation. Suggested for third grade. (Note: Omit call number when checking out entire series. Use call number given when checking out individual titles.)

HD	<u>Careers with an Airline</u>
8039	
.A4	
D4	
ELEM	

HG	<u>Careers in a Bank</u>
1576	
.D38	
ELEM	

GV	<u>Careers in Baseball</u>
867	
.D38	
ELEM	

QA	<u>Careers in Computers</u>
76.25	
.R39	
1973	
ELEM	

HF	<u>Careers in a Department Store</u>
5429	
.D34	
ELEM	

GV	<u>Careers in Football</u>
950.7	
.R39	
ELEM	

GV	<u>Careers in Hockey</u>
847.25	
.R39	
ELEM	

R	<u>Careers in a Medical Center</u>
690	
.D38	
ELEM	

<u>Call No.</u>	<u>Book</u>
HV 7922 .R39 ELEM	<u>Careers with a Police Department</u>
HD 8039 .T3 D37 ELEM	<u>Careers with a Telephone Company</u>
PN 1992.55 .R3 ELEM	<u>Careers with a Television Station</u>
Z 243 .A2 D33 ELEM	<u>Careers in Printing</u>
S 494.5 .A4 B45 1974 ELEM	<u>Careers in Agriculture</u>
HD 9710 .A2 B45 1974 ELEM	<u>Careers in Auto Sales and Service</u>
LB 2832 .B46 ELEM	<u>Careers in Education</u>
QL 50.1 .B46 1974 ELEM	<u>Careers in Animal Care</u>
JS 155 .B45 1974 ELEM	<u>Careers with the City</u>

Call No.      Book

S  
944  
.B46  
1974  
ELEM

Careers in Conservation

Community Helper Series, Albert Whitman and Company. Sample copies from a series dealing with community workers. Each has a picture dictionary, illustrations plus information. Circulation period 2 weeks, suggested for primary grades. Titles include:

TD  
148  
.C47  
ELEM

Clean Streets, Clean Water, Clean Air

TH  
4811  
.N36  
ELEM

New House, New Town

Medical Books for Children, Lerner Publications Company. A book series written by authorities who have related their topics to children's present day living experiences. Many include an information section for parents and teachers as supplementary material. (Note: Entire series may be checked out or individual titles.) Circulation period 6 weeks. Titles available:

QM  
548  
.K7  
ELEM

Our Wonderful Hands - Suggested for 2-8

QM  
549  
.K73

Our Remarkable Feet - Suggested for 2-8

QH  
367.1  
.L4  
ELEM

Where Do You Come From?: The Story of Evolution  
Suggested for 4 up

QL  
942  
.L6  
ELEM

Horns, Hoofs, Nails - Suggested for 2-8

CT  
9983  
.A1  
G4  
ELEM

They Wouldn't Quit: Stories of Handicapped People

<u>Call No.</u>	<u>Book</u>
PZ 10 .L47 Re ELEM	<u>Red Man, White Man, African Chief: The Story of Skin Color</u> Suggested for K-8
PZ 10 .F76 Ho ELEM	<u>How We Hear: The Story of Hearing</u> - Suggested for 2-8
PZ 10 .L47 Le ELEM	<u>Lefty: The Story of Left-handedness</u> - Suggested for K-8
PZ 10 .L47 Tw ELEM	<u>Twins: The Story of Twins</u> - Suggested for K-5
PZ 10 .L47 Do ELEM	<u>Doctor's Tools</u> - Suggested for 2-8
PZ 10 .L47 Pe ELEM	<u>Peter Gets the Chickenpox</u> - Suggested for K-5
PZ 10 .L214 De ELEM	<u>Dentist's Tools</u> - Suggested for 2-8
PZ 10 .S1933 Wh ELEM	<u>Why Glasses?: The Story of Vision</u> - Suggested for 4-8

Call No.      Book

PZ                      How We Talk: The Story of Speech - Suggested for 2-8  
10  
.B295215  
Ho  
ELEM

PZ                      Michael Gets the Measles - Suggested for K-5  
10  
.L47  
M  
ELEM

PZ                      Karen Gets a Fever - Suggested for K-8  
10  
.G533  
Ka  
ELEM

PZ                      Fur, Feathers, Hair - Suggested for 2-8  
10  
.L47  
Fu  
ELEM

PZ                      Penny, the Medicine Maker: The Story of Penicillin  
10                      Suggested for K-5  
.E7  
Pe  
ELEM

PZ                      Dear Little Mump Child - Suggested for K-5  
10  
.L47  
De  
ELEM

Basic Understanding Series, Benefic Press. Explanations of the student's world. (Note: May be checked out as a series or by individual titles.) Circulation period 4 weeks, suggested for grades 1-5.

PE                      How We Get Our Mail  
1127  
.C6  
M3  
ELEM

PE                      How Families Live Together  
1127  
.F35  
P7  
ELEM

<u>Call No.</u>	<u>Book</u>
PE 1127 .M4 M4 ELEM	<u>How Hospitals Help Us</u>
PE 1119 .H215 ELEM	<u>How Schools Help Us</u>
PE 1127 .H85 B331 ELEM	<u>How We Celebrate Spring Holidays</u>
PE 1119 .M116 ELEM	<u>How We Get Our Clothing</u>
PE 1127 .G6 B33 ELEM	<u>How We Get Our Dairy Foods</u>
PE 1127 .A4 M3 ELEM	<u>How Airplanes Help Us</u>
PE 1127 .F6 B3 ELEM	<u>How Foods are Preserved</u>
PE 1127 .T7 P74 ELEM	<u>How We Travel on Water</u>
GA 130 .S8 ELEM	<u>How We Use Maps and Globes</u>

<u>Call No.</u>	<u>Book</u>
PZ 9 .S811 Ho ELEM	<u>How Rules and Laws Help Us</u>
PZ 10 M477 Ho ELEM	<u>How Farms Help Us</u>
JK 273 .S73 ELEM	<u>How Our Government Helps Us</u>
PE 1127 .C6 M25 ELEM	<u>How Communication Helps Us</u>
PE 1127 .P7 M3 ELEM	<u>How Printing Helps Us</u>
PE 1127 .T7 P7 ELEM	<u>How We Travel on Land</u>
PE 1127 .C55 M3 ELEM	<u>How We Get Our Cloth</u>
PE 1127 .D9 P7 ELEM	<u>How We Get Our Shelter</u>
PE 1119 .S687 ELEM	<u>How People Live in the Big City</u>

<u>Call No.</u>	<u>Book</u>
HG 221.5 .S7 ELEM	<u>How People Earn and Use Money</u>
HT 351 .S83 ELEM	<u>How People Live in the Suburbs</u>
AG 5 .C515 1974 ELEM	<u>The How and Why Library</u> , by Childcraft. A fifteen volume set which concentrates on broad areas of children's interests and also to broad areas of the school curriculum.  Titles include: <ul style="list-style-type: none"> <li>Poems and Rhymes</li> <li>Stories and Fables</li> <li>Children Everywhere</li> <li>World and Space</li> <li>About Animals</li> <li>The Green Kingdom</li> <li>How Things Work</li> <li>Holidays and Customs</li> <li>Places to Know</li> <li>Make and Do</li> <li>Look and Learn .</li> <li>Look Again</li> <li>Guide and Index</li> </ul>



# ELEM KITS

Call No.

Kit

KT  
ELEM  
CE1

DUSO (Developing Understanding of Self and Others) Kit I.  
American Guidance Service, Inc. Includes books, posters,  
cassettes, hand puppets, puppet props, activity cards,  
and supplementary activities. Circulation period 4-6  
weeks, suggested for K-lower primary.

KT  
ELEM  
CE2

DUSO (Developing Understanding of Self and Others) Kit II,  
American Guidance Service, Inc. Includes posters, cassettes,  
hand puppets, activity cards, and supplementary activities.  
Circulation period 4-6 weeks, suggested for upper primary-  
grade 4.

KT  
ELEM  
CE3

"I Want to Be" Tree, Children's Press. Tree with six book bags,  
four copies of a title to a bag plus teacher's guide and  
cassette. Circulation period 4 weeks, suggested for grade  
two reading level. The following books are included and may  
be checked out singly if the kit is not in use:

Call No.

Book

PZ  
10

.B1472  
Ib

I Want to Be A Forester

I Want to Be A Musician

PZ  
10

.B1472  
Ib

I Want to Be A Beauty Operator

HF  
5547  
.B24

I Want to Be a Secretary

PZ  
10

.B1472  
Ig

I Want to Be an Architect

GV  
847.25  
.B34

I Want to Be a Hockey Player

Call No.    Kit

- KT  
ELEM  
CE4        Careers Unit, Scholastic. A unit from the Dimension program containing a filmstrip and cassette plus teacher's guide and materials for classroom activities. Circulation period 4 weeks, suggested for grades 4-6.
- KT  
ELEM  
CE5        How Do You Feel? Hats, Trend Enterprises. Six plastic hats portray sadness, happiness, fear, anger, surprise and puzzlement, Circulation period 3 weeks, suggested for primary students, can be used by teachers or counselors.
- KT  
ELEM  
CE6        Experimental Development Program, Unit A: You and Your Family, Benefic Press. Program includes a teacher's book with study prints, child's activity books, and storage case. One copy of each of the following enrichments books is included:
- I am Here                      My Friends and I  
My Family and I              I Can Do It
- Circulation period 4-6 weeks, suggested for K-1.
- KT  
ELEM  
CE7        Experimental Development Program, Unit B: You and Your Friends, Benefic Press. Program includes a teacher's book with study prints, child's activity books, and storage case. One copy of each of the following enrichments books is included:
- Going to School              In Our Class  
About Our School            In Our School
- Circulation period 4-6 weeks, suggested for K-1.
- KT  
ELEM  
CE8        Experimental Development Program, Unit C: You and Others, Benefic Press. Program includes a teacher's book with study prints, child's activity books, and storage case. One copy of each of the following enrichments books is included:
- I Live in the City            Animals We Know  
Going and Coming            Community Friends
- Circulation period 4-6 weeks, suggested for K-1.
- KT  
ELEM  
CE9        When I Grow Up, I Want to Be . . . , Instructo. Characters, clothing and accessories for over 36 occupations for use with flannel board, plus teaching guide. Circulation period 4 weeks, suggested for primary grades.
- KT  
ELEM  
CE10       Most Important Person, Encyclopedia Britannica. Includes film kits on Attitudes, Feelings, Getting Along with Others, and Identity, featuring Hairy, Fumble, and Bird--three personalities in puppet form. Two puppet kits accompany each film kit along with activity cards, song card, record and teacher's guide.

Call No.    Kit

KT            It's O.K. To Be Me, Musical Motivators Service.  
ELEM

CELL        Films include:

KT            Attitudes

ELEM        Oops, I Made a Mistake!  
CELL-A      I'm Lonely  
             Why Not Try?  
             We Can Do It!  
             It's Not Much Fun Being Angry  
             Nothing Ever Seems to Work Out for Me

KT            Identity

ELEM        I'm the Only Me!  
CELL-B      Where Are You in Your Family?  
             How Do We Look?  
             What Do You Think You Want to Be?  
             Every Family is Special  
             The Most Important Person

KT            Feelings

ELEM        Feeling Good, Feeling Happy!  
CELL-C      I Used to Be Afraid  
             Different Kinds of Love

KT            Getting Along with Others

ELEM        Growing Up  
CELL-D      Doing Something Nice  
             Thinking of Others  
             What is a Friend?  
             What Do You Mean?  
             Living Things are All Around Us  
             Share It with Someone

KT            Educator's Kits, Let's Save the Children, Inc. Units based on  
ELEM        experience of popular black personalities. (Roberta Flack,  
JRSR        Issac Hayes, The Jackson Five, Nikki Giovanni, Flip Wilson,  
CE12        The Staple Singers, Marvin Gaye, Rev. Jesse Jackson.) Includes  
             books, teacher's guide, puzzles, and coloring books. Circula-  
             tion period 4 weeks, suggested for K-8.

KT            Compulearn Career Education Program, Random House. A battery-  
ELEM        operated console used with program cards. Helps students pro-  
JRSR        gress through series of questions on interests, career information,  
CE13        etc. Includes educator guides, student guides, bibliographies,  
             career index, console and program cards. Circulation period 3  
             weeks, suggested for K-2.

Call No.    Kit

Off We Go to the . . ., by Guidance Associates. Provides a "field trip" to the designated places through filmstrips and cassettes, meanwhile it is unlocking the door of interest to the world of work. Circulation period 1 week, suggested for elementary level. Titles include:

KT                    Off We Go to the Auto Proving Ground

ELEM

CE14

KT                    Off We Go to the Bike Factory

ELEM

CE15

KT                    Off We Go to the Aquarium

ELEM

CE16

KT                    The Paycheck Puzzle, by Guidance Associates. A two part series  
ELEM                    with Part I explaining automatic and voluntary payroll deductions,  
JRSR                    and Part II examining types and variations of benefits young  
CE17                    workers may encounter. Circulation period 1 week, suggested  
                         for K-12.

KT                    Jobs and Gender, by Guidance Associates. Explores how sexual  
ELEM                    barriers and stereotypes have influenced men's and women's  
JRSR                    vocational choices; discusses changing concepts of "masculine"  
CE18                    and "feminine" work roles through male teachers, a male nurse,  
                         etc. Circulation period 1 week, suggested for K-12.

KT                    Career Awareness Series, by Educational Activities, Inc. This  
ELEM                    series explores the world of work and introduces students to  
CE19                    many careers.

Titles include:

School Workers  
Susan Goes to the Hospital  
Building a Building  
A Visit to the Airport

Circulation period 4 weeks, suggested for elementary level.

# ELEM PERIODICALS

<u>Volume and Number</u>	<u>Name Publisher</u>
Specimen Set	"A Highway to Work and Play," McKnight Publishing Company. A specimen set containing a teacher's guide with content of all 16 issues plus two full size sample copies for each level, 1-6. Circulation period 3 weeks, suggested for teachers of grades 1-6.
P ELEM JRSR May 73 June/July 73 Sept./Oct. 73 Nov. 73 Dec. 73 Jan./Feb. 74 Mar. 74 Apr./May 74	CAREER EDUCATION DIGEST, Educational Properties, Inc. Monthly magazine of information and materials related to career education. Circulation period 2 weeks, suggested for teachers, counselors, and administrators.
	LET'S FIND OUT, Scholastic Magazines. Samples of two issues of student magazine with teaching aide and teacher's edition. Circulation period 4 weeks, suggested for K. Consists of:
VII-1 Oct. 72	The City Halloween Water Pipes
VIII-5 Feb. 74	About Houses ~3 Parts

# ELEM POSTERS

<u>Call No.</u>	<u>Poster</u>
PA ELEM JRSR CE1	Career Education Model K-Adult, Education Properties, Inc. In chart form. Lists of the elements and goals of career education, and the means of achieving these goals by grade level. Circulation period 2 weeks, suggested for teachers, counselors and administrators.
PA ELEM CE2	Community Helpers Bulletin Board Cutouts, Trend Enterprises. Figures ranging up to 27" of seven community workers. Circulation period 4-6 weeks, suggested for primary level.
PA ELEM CE3	Transportation posters, Trend Enterprises. Eight full color, 21" X 29" glossy posters and detailed resource guide showing over 85 different vehicles incorporated into the following settings: a farm, harbor, airport, lake, a suburban and an urban neighborhood and industrial area. Circulation period 4-6 weeks, suggested for primary level.
PA ELEM CE4	Mothers Do Many Kinds of Work, Scott, Foresman and Company. Eight copies of poster showing mothers in various work situations. Circulation period 4 weeks, suggested for primary and intermediate levels.

ELEM REALIA

<u>Call No.</u>	<u>Realia</u>
RE ELEM CE1	Coping Saws (12 Saws) with extra blades. Circulation period 4 weeks, suggested for students at all age levels.
RE ELEM CE2	Hats  Fireman's Helmet Fatigue Cap Flight Cap Two Officer's Flight Caps  Circulation period 2 weeks (may be checked out individually), suggested for elementary students.
RE ELEM CE3	Tool Chest. Complete with many tools necessary for completing projects in the <u>Carpentry for Children</u> book, which is also available in the Career Education Resource Library. Circulation period 2 weeks, suggested for elementary level.
RE ELEM CE4	Footnotes to Community Helpers, by Wilson Corporation. Six records designed to provide the elementary school child with an awareness and an appreciation of the contributions made by "community helpers." Circulation period 2 weeks, suggested for elementary level.

## ELEM GAMES AND PUZZLES

### Call No.

### Games and Puzzles

GA  
ELEM  
CE1

Motor Expressive Cards I and II, Developmental Learning Materials. Each contains one instructional sheet and thirty cards to be used to stimulate development of motor and visual coordination and also to encourage verbalization of ideas. Example: picture of hammer associated with picture of nail. Circulation period 2 weeks, suggested for primary and lower intermediate levels.

GA  
ELEM  
CE2

Shopping Lists Game, Developmental Learning Materials. Contains shopping lists associated pictures, play money, instructional sheet and card holder; allows the student to learn word-picture association, utilize alphabetizing skills and develop his vocabulary. Circulation period 2 weeks, suggested for primary and intermediate levels.

GA  
ELEM  
CE3

Building Match-ups, Developmental Learning Materials. The match-up cards help to develop readiness skills such as discrimination, memory and language, also includes instructional sheet. Each card pictures a building housing a business while the small cards depict an associated object or person. Includes a drug store, grocery, music store, clothing store, hotel, medical building, factory and gas station. Circulation period 2 weeks, suggested for primary and intermediate levels.

GA  
ELEM  
CE4

Job Puzzles, Developmental Learning Materials. Eight puzzles to help a child develop body concept and visual attention to pictures. Includes a mailman, nurse, teacher, fireman, football player, farmer, policeman, painter.

GA  
ELEM  
CE5

Occupational Puzzles, Playskool. Durable puzzles showing the following occupations: waitress, fireman, milkman, doctor, nurse, patrolwoman, postman, grocer, baker, and farmer. Circulation period 2 weeks, suggested for primary level.



# SOURCES of CAREER and OCCUPATIONAL INFORMATION

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## SOURCES OF CAREER AND OCCUPATIONAL INFORMATION

Listed below are recognized sources of accurate and relevant career information for each of the occupational areas. These materials can be obtained without charge.

### Accounting - For more information write:

National Society of Public Accountants  
1717 Pennsylvania Avenue, N.W.  
Washington, DC 20006

American Institute of Certified Public Accountants  
666 Fifth Avenue  
New York, NY 10019

Accounting Career Council  
National Distribution Center  
P.O. Box 650, Radio City Station  
New York, NY 10019

National Association of Accountants  
505 Park Avenue  
New York, NY 10022

Financial Executives Institute  
50 West 44th Street  
New York, NY 10036

The Institute of Internal Auditors  
170 Broadway  
New York, NY 10038

### Advertising, Marketing, and Public Relations - For more information write:

American Association of Advertising Agencies  
200 Park Avenue  
New York, NY 10017

American Advertising Federation  
1225 Connecticut Avenue, N.W.  
Washington, DC 20036

American Marketing Association  
230 North Michigan Avenue  
Chicago, IL 60601

Public Relations Society of America, Inc.  
845 Third Avenue  
New York, NY 10022

Association of Industrial Advertisers  
41 East 42nd Street  
New York, NY 10017

Small Business Administration  
Washington, DC 20416

Service Department  
Public Relations News  
127 East 80th Street  
New York, NY 10021

### Aerospace and Aviation - For more information write:

American Institute of Aeronautics and Astronautics  
1290 Avenue of the Americas  
New York, NY 10019

Air Transport Association of America  
1000 Connecticut Avenue, N.W.  
Washington, DC 20036

General Aviation Manufacturers Association  
1025 Connecticut Avenue, N.W.  
Washington, DC 20036

### Agribusiness and Natural Resources - For more information write:

American Farm Bureau Federation  
225 Touhy Avenue  
Park Ridge, IL 60068

American Society of Agricultural Engineers  
2950 Niles Road  
St. Joseph, MI 49085

American Society of Animal Science  
39 Sheridan Avenue  
Albany, NY 12210

U.S. Department of the Interior  
Fish & Wildlife Service  
Bureau of Sports, Fisheries & Wildlife  
Washington, DC 20240

U.S. Department of Agriculture  
Forest Service  
633 W. Wisconsin Avenue  
Milwaukee, WI 53203

National Forest Products Association  
1619 Massachusetts Avenue, N.W.  
Washington, DC 20036

Missouri Dept. of Conservation  
Jefferson City, MO 65101

Automotive - For more information write:

Educational Affairs Department  
Ford Motor Company  
The American Road  
Dearborn, MI 48121

U.S. Electrical Motors, Inc.  
200 E. Slawson Avenue  
Los Angeles, CA

Ford Motor Company  
Motion Picture Department  
American Road  
Dearborn, MI 48121

General Motors Corporation  
Room 1-101, General Motors Building  
Detroit, MI 48202

Architecture - For more information write:

Association of Collegiate Schools  
of Architecture  
1785 Massachusetts Avenue, N.W.  
Washington, DC 20036

The American Institute of Architects  
1735 New York Avenue, N.W.  
Washington, DC 20006

The American Institute of Architects  
1785 Massachusetts Avenue, N.W.  
Washington, DC 20036

Banking, Finance, and Investment -  
For more information write:

The American Bankers Association  
1120 Connecticut Avenue, N.W.  
Washington, DC 20036

Investment Counsel Association of  
America, Inc.  
127 East 59th Street  
New York, NY 10022

National Consumer Finance Association  
1000 16th Street, N.W.  
Washington, DC 20036

National Association of Bank Women, Inc.  
National Office  
111 E. Wacker Drive  
Chicago, IL 60601

Federal Deposit Insurance Corporation  
Director of Personnel  
550 17th St., N.W.  
Washington, DC 20429

"How Our Banks Help Our City"  
Manufacturers Hanover Trust Company  
Publications Department  
350 Park Avenue  
New York, NY 10022

Business and Office Services -  
For more information write:

Administration Management Society  
Publications Department  
Willow Grove, PA 19090

American Management Association  
135 West 50th Street  
New York, NY 10020

National Association of Purchasing  
Management  
11 Park Place  
New York, NY 10001

National Secretaries Association  
(International)  
616 East 63rd Street  
Kansas City, MO 64110

Communication and Media -  
For more information write:

American Newspaper Publishers  
Association Foundation  
750 Third Avenue  
New York, NY 10017

Sigma Delta Chi, National Professional  
Journalism Society  
35 East Wacker Drive  
Chicago, IL 60601

Education Council of the Graphic Arts,  
Inc.

4615 Forbes Avenue  
Pittsburgh, PA 15213

Modern Language Association  
60 Fifth Avenue  
New York, NY 10011

American Library Association  
50 East Huron Street  
Chicago, IL 60611

National Association of Broadcasters  
1771 N Street, N.W.  
Washington, DC 20036

Construction - For more information  
write:

Associated Builders and Contractors, Inc.  
P.O. Box 698  
Glen Burnie, MD 21061

Weyerhaeuser  
Cliff Building  
Tacoma, WA 98401

National Association of Home Builders  
1625 L Street, N.W.  
Washington, DC 20036

Data Processing and Computer -  
For more information write:

Data Processing Management Association  
505 Busse Highway  
Park Ridge, IL 60068

American Federation of Information  
Processing Societies, Inc.  
210 Summit Avenue  
Montvale, NJ 07645

Automation Institute of America, Inc.  
760 Market Street, Suite 600  
San Francisco, CA 94102

Association of Computing Machinery  
1133 Avenue of the Americas  
New York, NY 10036

Education - For more information write:

National Education Association  
1201 16th Street, N.W.  
Washington, DC 20036

American Federation of Teachers  
1042 14th Street, N.W.  
Washington, DC 20005

Association for Childhood Education  
International  
3615 Wisconsin Avenue, N.W.  
Washington, DC 20015

The Council for Exceptional Children  
Suite 900  
1411 South Jefferson Davis Highway  
Arlington, VA 22202

Audio Dynamic Research Inc.  
1219 E. 11th Street  
Pueblo, CO 81001

American School Counselor Association  
1607 New Hampshire Avenue, N.W.  
Washington, DC 20009

The Zaner Bloser Company  
612 N. Park Street  
Columbus, OH 43215

U.S. Department of Health, Education  
and Welfare  
Office of Education  
Washington, DC 20015

The College Placement Council, Inc.  
P.O. Box 2263  
Bethlehem, PA 18001

Special Education Majors  
Order "Speaking over Barriers"  
S. Western Bell Company  
1625 Grand Avenue  
Kansas City, MO 64106

Electronics - For more information  
write:

National Alliance of Television and  
Electronics Service Association  
5908 S. Troy Street  
Chicago, IL 60629

General Electric Company  
P.O. Box 58408  
Houston, TX 77058

Electronics Industries Association  
2001 Eye Street, N.W.  
Washington, DC 20006

Westinghouse Electrical Corp.  
School Service  
306 Fourth Avenue  
Pittsburgh, PA 15213

Engineering - For more information  
write:

Engineers' Council for Professional  
Development  
345 East 47th Street  
New York, NY 10017

American Institute of Industrial  
Engineers, Inc.  
United Engineering Center  
345 East 47th Street  
New York, NY 10017

American for Engineering Education  
1346 Connecticut Avenue, N.W.  
Washington, DC 20036

American Institute of Chemical Engineers  
345 East 47th Street  
New York, NY 10017

Institute of Electrical and Electronics  
Engineers, Inc.  
345 47th Street  
New York, NY 10017

The American Society of Mechanical  
Engineers  
United Engineering Center  
345 East 47th Street  
New York, NY 10017

The Society of Mining Engineers of AIME  
345 East 47th Street  
New York, NY 10017

American Society of Civil Engineers  
345 East 47th Street  
New York, NY 10017

Environment - For more information write:

Institute of Environmental Sciences  
940 East Northwest Highway  
Mt. Prospect, IL 60058

National Environmental Health  
Association  
1600 Pennsylvania Street  
Denver, CO 80203

Society of American Foresters  
1010 16th Street, N.W.  
Washington, DC 20036

The American Forestry Association  
1319 18th Street, N.W.  
Washington, DC 20036

American Geological Institute  
2201 M Street N.W.  
Washington, DC 20037

Interagency Board of U.S. Civil Service  
Examiners for Washington, DC  
1900 E Street, N.W.  
Washington, DC 20415

American Meteorological Society  
45 Beacon Street  
Boston, MA 02108

American Geophysical Union  
2100 Pennsylvania Avenue, N.W.  
Washington, DC 20037

Packet of Teaching Materials  
Western Wood Products Association  
700 Yeon Building  
Portland, OR 97204

International Oceanographic Foundation  
1 Rickenbacker Causeway  
Virginia Key  
Miami, FL 33149

U.S. Civil Service Commission  
Washington, DC 20250

Employment Division  
Office of Personnel  
U.S. Department of Agriculture  
Washington, DC 20250

Ecology - For more information write:

The Garden Club of America  
598 Madison Avenue  
New York, NY 10022  
(Ask for "The World Around You Environmental Education Packet")

California Redwood Association  
617 Montgomery Street  
San Francisco, CA 94111

McDonald's Ecology Action Packet  
P.O. Box 2344  
Kettering, OH

Arkansas Department of Parks & Tourism  
149 State Capitol  
Little Rock, AR 72201

The Wildlife Society, Ste. S-176  
3900 Wisconsin Avenue, N.W.  
Washington, DC 20016

Ecological Society of America  
Department of Botany  
Southern Illinois University  
Carbondale, IL 62901

Soil Conservation Society of America  
7515 N. E. Ankeny Road  
Ankeny, IA 50021

Soil Conservation Service  
U.S. Department of Agriculture  
Washington, DC 20250

Food Service and Processing - For more information write:

Institute of Food Technologists  
176 West Adams Street  
Chicago, IL 60603

Quaker Oats  
Box 5855  
Chicago, IL 60677

Sunkist Growers  
Consumer Service  
P.O. Box 7888  
Valley Annex, Van Nuys, CA 91409

American Meat Institute  
59 East Van Buren Street  
Chicago, IL 60605

National Dairy Council  
111 North Canal Street  
Chicago, IL 60606

The Institute of Food Technologists  
Suite 2120  
221 North LaSalle Street  
Chicago, IL 60601

Government - For more information write:

United States Civil Service Commission  
c/o Superintendent of Documents  
U.S. Government Printing Office  
Washington, DC 20402

Superintendent of Documents  
U.S. Government Printing Office  
Washington, DC 20402

Health and Medicine - For more information write:

American Hospital Association  
840 North Lake Shore Drive  
Chicago, IL 60611

National Health Council, Inc.  
1740 Broadway  
New York, NY 10019

American Medical Record Association  
875 North Michigan Avenue, Suite 1850  
Chicago, IL 60611

American Association of Medical Assistants  
200 East Ohio Street  
Chicago, IL 60611

American Medical Association  
Department of Health Manpower  
535 North Dearborn Street  
Chicago, IL 60610

American Dental Association  
Council on Dental Education  
211 East Chicago Avenue  
Chicago, IL 60611

American Dietetic Association  
Publications Department  
620 North Michigan Avenue  
Chicago, IL 60611

National Association for Mental Health  
10 Columbus Circle  
New York, NY 10019

Crest (Dental & Health)  
c/o Proctor & Gamble  
Cincinnati, OH 45202

Modern Talking Picture Service  
2323 Hyde Park Road  
New Hyde Park, NY 11040  
"Dudley the Dragon" (Dental Health)  
Film, 30 minutes

National League for Nursing  
10 Columbus Circle  
New York, NY 10019

American Optometric Association  
7000 Chippewa Street  
St. Louis, MO 63119

American Physical Therapy Association  
1156 15th Street, N.W.  
Washington, DC 20005

Registry of Medical Technicians  
P.O. Box 4872  
Chicago, IL 60680

Hospitality and Recreation -  
For more information write:

National Recreation and Park  
Association  
1700 Pennsylvania Avenue, N.W.  
Washington, DC 20006

American Hotel and Motel Association  
Kellogg Center  
East Lansing, MI 48823

Arkansas Department of Parks & Tourism  
149 State Capitol  
Little Rock, AR 72201

American Association for Health, Physical  
Education and Recreation  
1201 16th Street, N.W.  
Washington, DC 20036

Industry, Machine and Tool Trades -  
For more information write:

The American Society for Metals  
Metals Park, OH

Scientific Apparatus Makers Association  
370 Lexington Avenue  
New York, NY 10017

U.S. Steel Corporation  
525 William Penn Place  
Pittsburg, PA

Insurance Occupations -  
For more information write:

National Association of Public  
Insurance Adjusters  
1613 Munsey Bldg.  
Baltimore, MD 21202

Institute of Life Insurance  
277 Park Avenue  
New York, NY 10017

Insurance Information Institute  
100 William Street  
New York, NY 10038

John Hancock Mutual Life Insurance  
Company  
200 Berkley Street  
Boston, MA 02117

Mathematics Occupations -  
For more information write:

American Mathematical Society  
P.O. Box 6248  
Providence, RI 02904

Mathematical Association of America  
1225 Connecticut Avenue  
Washington, DC 20036

Association for Computing Machinery  
1133 Avenue of the Americas  
New York, NY 10036

Society for Industrial and Applied  
Mathematics  
33 South 17th Street  
Philadelphia, PA 19103

Personal Services - For more  
information write:

U.S. Army Recruiting  
Main Station  
2420 Broadway  
Kansas City, MO 64108  
(Posters, uniforms)

Society of American Florists  
901 North Washington Street  
Alexandria, VA 22314

Retail Jewelers of America, Inc.  
1025 Vermont Avenue, N.W.  
Washington, DC 20005

Gemological Institute of America  
11940 San Vicente Blvd.  
Los Angeles, CA

National Society of Interior Designers  
315 East 62nd Street  
New York, NY 10021

Institute of Life Insurance  
277 Park Avenue  
New York, NY 10017

Associated Master Barbers and Beauti-  
cians of America  
219 Greenwich Road  
Charlotte, NC 28211

American Institute of Laundering  
Joliet, IL 60434

Sales - For more information write:

National Automobile Dealers Association  
2000 K Street  
Washington, DC 20006

National Association of Real Estate  
Boards  
155 East Superior Street  
Chicago, IL 60611

The National Retail Merchants Association  
100 West 31st Street  
New York, NY 10001

The National Association of  
Wholesaler, Distributors  
1725 K Street, N.W.  
Washington, DC 20006

Sales and Marketing Executive International  
Student Education Division  
630 Third Avenue  
New York, NY 10017

Science - For more information write:

American Astronomical Society  
211 Fitz Randolph Road  
Princeton, NJ 08540

American Institute of Biological  
Sciences  
3900 Wisconsin Avenue, N.W.  
Washington, DC 20016

Entomological Society of America  
4603 Calvert Road  
College Park, MD 20740

American Society for Microbiology  
1913 I Street, N.W.  
Washington, DC 20036

American Geological Institute  
2201 M Street, N.W.  
Washington, DC 20036

Society of Exploration Geophysics  
Box 3098  
Tulsa, OK 74101

The American Meteorological Society  
45 Beacon Street  
Boston, MA 02108

American Society of Horticulture  
Science  
615 Elm Street  
St. Joseph, MI 49085

Birds  
Massachusetts Audubon Society  
Lincoln, MA 01773

Gulf Oil Corporation  
P.O. Box 1166  
Pittsburg, PA

Manufacturing Chemists' Association, Inc.  
1825 Connecticut Avenue, N.W.  
Washington, DC 20009

American Institute of Physics  
335 East 45th Street  
New York, NY 10017



Interagency Board of U.S. Civil Service  
Examiners for Washington, DC  
1900 E Street, N.W.  
Washington, DC 20415

The Association of American Railroads  
Public Relations Department  
1920 L Street, N.W.  
Washington, DC 20036

Social Science Occupations - For more  
information write:

Ford Motor Company  
The American Road  
Dearborn, MI 48121

The American Anthropological Association  
1703 New Hampshire Avenue, N.W.  
Washington, DC 20009

Smithsonian Institute  
Washington, DC 20560

American Economic Association  
1313 21st Avenue South  
Nashville, TN 37212

The Foreign Service in the Seventies  
U.S. Department of State  
Washington, DC 20520  
Publication 8535 (Free)

Association of American Geographers  
1710 16th Street, N.W.  
Washington, DC 20009

Denoyer-Geppert  
5235 Ravenswood Avenue  
Chicago, IL 60640  
(Chart of map and globe skills)

Social Work - For more information write:

National Association of Social Workers  
1425 H Street, N.W.  
Washington, DC 20005

National Center for Church Vocations  
1307 South Wabash Avenue  
Chicago, IL 60605

Transportation - For more information  
write:

Continental Trainways  
P.O. Box 730  
Wichita, KS 67202

American Trucking Association  
1616 P Street, N.W.  
Washington, DC 20036

# FIELD TRIP PROCEDURES, GUEST SPEAKERS, and FIELD TRIP SITES LISTING

## CRITERIA FOR USING THE COMMUNITY RESOURCES

- A. Using the resources of the community as a source of learning experiences depends upon what type of experience is most appropriate at the time in terms of desirable learnings.
  - 1. Often reading books, student discussion, laboratory time or lectures, represent efficient and effective forms of learning experiences.
  - 2. The above experiences can be sterile and may not result in effective learning. Community resources frequently provide a type of motivation that is of great value.
- B. The community should be used as a learning laboratory only when the time is adequate to permit pre-planning and post-evaluation.
  - 1. A considerable amount of time should be spent pre-planning all field trips. (A poorly planned field trip may serve no practical learning experience other than the fun the student has of being away from school.)
  - 2. The teachers and pupils should cooperatively establish the values to be gained.
  - 3. Attention should be given to the important things that pupils should look for as well as questions they might ask.
  - 4. Post-trip evaluation should be made to determine if objectives were met.
- C. The group should be kept small. Teacher aides and parental assistance could be utilized to achieve small group learning experiences.
- D. Field trips are not always necessary. Other times resource speakers may be brought to the classroom.
- E. Comply with your school districts policy statement concerning the utilization of community resources.

## FIELD TRIP PROCEDURES

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear and taste. Talking about careers may be somewhat informative but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that could not be done and seen in the classroom.

Some of the purposes of a field trip are as follows:

1. Having student develop an awareness of the many different workers in the community
  - a. Home
  - b. School
  - c. Neighborhood
  - d. Local or nearby town
2. Helping them observe working conditions
3. Helping them develop an awareness of the interdependence of workers

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip
2. Teacher and/or committee of pupils make the trip first (if feasible)
  - a. Get idea of time involved
  - b. Find out who the people are
  - c. Find out the problems to be met
  - d. Find out what background information students should have

3. Make plans for transportation

- a. What kind?
- b. Who will provide it?
- c. What will it cost?

4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan the trip together.

1. Generalizations should be given

- a. Stories
- b. Pictures
- c. Role playing
- d. Class discussion

2. Student committee should gather career information.

3. Safety precautions should be discussed.

4. Behavior as guest should be made clear.

Post-trip questions should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?

2. What do these workers do each day?

3. What are their working days?

4. What kind of training do these workers need?

The class will want to write thank you notes or letters to the individual, agency or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

## STUDY OF LOCAL OCCUPATIONS THROUGH FIELD TRIPS

1. Write letters asking permission to tour a plant.
  2. Review before each trip suggestions for acceptable behavior and what to observe.
  3. Hold a class discussion on what to observe with such questions as these in mind:
    - (1) Would I have what it takes to do that job?
    - (2) Would it meet my needs?
    - (3) Would I enjoy doing that job?
  4. Hold a panel discussion on advantages and disadvantages of work in this particular occupation.
  5. Have a teacher give a short test on information brought out during the question period on the day following the tour.
  6. Have a news release prepared by a committee after each field trip.
  7. Send a letter of thanks from the class to the guide of the plant toured.
  8. Obtain answers to the following questions from proper resource: employees, personnel department, person conducting tour.
    1. What educational background did the person have to get the job?
    2. What responsibility does each employee have to his respective department?
    3. What are the fringe benefits?
    4. How is the rate of pay determined?
    5. What are the working conditions?
    6. What are some of the operational aspects of the store or industry?
- NOTE: These questions are suggestions as to what type of information is desired. It is obvious that you can add to or modify the list. It is recommended that one class period be devoted to planning the field trip.
9. It is recommended that one class period be devoted to an evaluation or discussion of what was learned from the field trip. (What are you going to talk about when you come back?)

### Discussion:

1. What are you going to try to learn?
2. Ask students what they want to learn.
3. Have an objective of what you plan to do with the information you obtain.

## SUGGESTED GUIDELINES FOR THE SPEAKER

After scheduling the speaker, date and time, the teacher should:

- A. Supply the resource speaker with the following information about the class: grade level or ability levels, group interests and educational goals.
- B. Ask the speaker to encourage the students to stay in school and to stress the importance of a high school diploma.
- C. State total time available.
  1. Tell the speaker how long he may talk to the class.
  2. Request time for a question and answer period.
- D. Encourage the speaker to bring any large pictures or displays that may be suitable for illustrative purposes.
- E. Contact the speaker in advance to see if he will require any visual aid equipment or supplies from the teacher or class.
- F. Ask the speaker to cover (as it applies to his occupation):
  1. Requirements of this type of work.
  2. Hazards of this type of work (heat, cold, noise).
  3. Benefits: salary range, hours, vacations.
  4. Types of occupations which may develop in this industry.
  5. Attendance
  6. Training and education needed.
  7. What special satisfactions to be derived from this occupational area.
  8. Explain equipment used.

## GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
La Monte Community Bank	100 W. Pine La Monte, MO		347-5656				
La Monte City Hall	115 W. Pine La Monte, MO		347-5606	Visit Council Meeting the first Monday night each month			
U. S. Post Office	111 S. Main La Monte, MO		347-5450				
Benton County R-I	Cole Camp, MO	Vergil Oglevie	668-4427	No	0	0	Possibly
Bohling Grocery	Cole Camp, MO	E. G. Bohling		No	0	0	Possibly
Borchers & Heimsoth	Cole Camp, MO	Ervin Borchers	668-4923	No	0	0	Possibly
Phyllis's Beauty Shop	Cole Camp, MO	Phyllis Templeton		No	0	0	Possibly
W. K. Garage	Cole Camp, MO	Walt Weymuth	668-4421	Yes	25-30	7-12	Yes
Dala's Botique	Tipton, MO	Dala Yantz	433-2626	No	0	0	Yes
Cargill Nutrena Feeds	Smithton, Mo	Gene Hudiburg	343-5319	Yes	10	7-12	Yes
Farmer's Bank of Lincoln	Lincoln, MO	Karl Kroenke	547-3311	Yes	30	1-12	Possibly
Lincoln New Era Newspaper	Lincoln, MO	George Williams	547-3800	Yes	Inquire		Possibly
MFA Implement	Lincoln, MO	Clarence Frisch	547-3318	Possibly	Inquire		Possibly
Silver Dollar City (a blacksmith--makes things of chains & nails--plays instrument)	Silver Dollar City, MO	Mayor of Silver Dollar City					

K-6  
Would visit two buildings--one performance in each--has film on crafts of Silver Dollar City.



# GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
American Electrical Industries	Highway 50 Sedalia, MO	Russ Woodyard	827-1712	Yes	30	7-12	Yes
Archias Floral Company	4th and Park Sedalia, MO	Don King	826-4000	Yes	20	K-12	Yes
B & E Market	1701 S. Kentucky Sedalia, MO	Jim Dick	826-2188	Yes	30	3-12	No
J & J	1321 S. Limit Sedalia, MO	Jack Smith	827-2485	No	0	0	Possibly
Boonslick Regional Library	Sixth & Lamine Sedalia, MO	Ms. V. Corley	826-6195	Yes	20	K-9	Possibly
Bothwell Hospital Physical Therapy	644 E. 13 Sedalia, MO	Nevin Almquist	826-8833	Yes	7-15	7-12	Yes
Bothwell Hospital	644 E. 13 Sedalia, MO	Marie Nicholson	826-8833	Yes	20	12-16	No
Broadway Lanes, Inc.	2119 W. Broadway Sedalia, MO	Edith Simons	827-0404	Yes	Large	K-14	Possibly
Broadway Car Wash	310 W. Broadway Sedalia, MO	Dale Arms	826-0375	Yes	25-30	1-12	No
Brown, McCloskey, Buckley	309 E. Fifth St. Sedalia, MO	Mabel Glenn	826-7373	No	0	0	No
Cablevision, Inc.	600 S. Osage Sedalia, MO	Lynn Harrison	826-0933	Yes	20	5-9	Possibly

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Central Mo. Electric Co-op (R.E.A.)	N. Highway 65 Sedalia, MO	Ed Walters	826-2900	No	0	K-6	Yes
Classic Studio	6th & Kentucky Sedalia, MO	Ed Brummett	826-8888	Yes	5-10	7-12	Yes
Consumers Supermarket	Hancock & Broadway Sedalia, MO	Bill Smillie	827-3190	Yes	15	K-12	Yes
C. W. Flower	219 S. Ohio Sedalia, MO	Mrs. Austin	826-3200	Yes	15-20	11-16	Yes
Doctor of Osteopathy	1701 S. Lafayette Sedalia, MO	Dr. Joe Bennett	826-6623	Yes	5 at a time	7-12	Yes
Fire Department	Main St. & State Fair Blvd. Sedalia, MO	Ronnie Ollison	826-9058	Yes	15-20	K-12	Yes
Flat Creek Vet. Hosp.	1701 W. Main Sedalia, MO	Dr. Peacock	827-2057	Yes	10-15	K-12	Yes
Wally Frank Oil Company	3rd & Hancock Sedalia, MO	Wally Frank	826-6666	No	0	K-12	Yes
Bill Greer Body Shop	Main Street Sedalia, MO	Orval Burd	827-2162	Yes	5	10-12	No
Holiday Inn	32nd & Limit Sedalia, MO	Jim Grieshaber	826-6100	Yes	40-50	8-9	Possibl
IBEW Local 814 Credit Union	2111 W. Broadway Sedalia, MO	June Kuhlman	826-0814	Yes	6 at a time	8-12	Possibl
IGA	2042 W. Broadway Sedalia, MO	Ralph Huff	827-1452	Yes	25	K-12	Yes

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Industrial Loan & Investment	120 W. Fifth Sedalia, MO	Firman Boul	826-4800	Yes	25	7-12	Yes
Jim's Garden Center	1000 W. Main Sedalia, MO	James L. Foster	826-4411	Yes	15	4-9	Possibly
Bob Johnson TV & Appliance	2907 W. Broadway Sedalia, MO	Ray Thompson Paul Johnson	827-2326	Yes	15-20	7-12	Possibly
KDRO Radio	W. Highway 50 Sedalia, MO	Herb Brandes	826-5005	Yes	15-30	K-12	Yes
Kim Originals	2500 E. Broadway Sedalia, MO	Bill Cline	826-2500	Yes	15	K-12	Possibly
KMOS TV Station	2100 W. Broadway Sedalia, MO	Stuart Gressley	826-1651	Yes	15	K-12	Yes
KSIS Radio	N. 65 Highway Sedalia, MO	Carl Yates	826-1050	Yes	10	K-14	Yes
Lacuma Builders, Inc.	1806 W. 11th Sedalia, MO	Bob Cook	826-0522	No	0	0	Yes
Lamm, Barnett, Crawford, Barnes, Fritz Law Firm	118 W. Fifth Sedalia, MO	Donald Barnes	826-5428	No	0	11-12	Yes
Lee's Archery Manufacturing	Route 2 Sedalia, MO	LeRoy Young	826-6762	Yes	20	7-16	No
Magistrate Judge Pettis County	901 S. Vermont Sedalia, MO	Hazel Palmer	826-8816	No	0	11-12	Yes
Mattingly's Variety Store	218 S. Ohio Sedalia, MO	Bill Stratton	826-5270	Yes	20	7-12	Possibly

	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Merle Norman Cosmetics	120 S. Ohio Sedalia, MO	Sandra Boul	826-6430	No	0	11-16	Yes
MFA Claims Adjustment Office	2002 W. 14th Sedalia, MO	Steve Overman	827-0670	No	0	0	Yes
MFA Insurance	1817 W. Broadway Sedalia, MO	Vic Ohman	445-8441	Yes	20	11-16	No
Missouri Division of E. S.	215 E. Fifth Sedalia, MO	Bill Giles	826-8184	Yes	25	11-12	Yes
Missouri State Bank	917 S. Limit Sedalia, MO	William Claycomb	826-1213	Yes	20-25	4-12	Possibly
Missouri State Fair	Box 111 Sedalia, MO	Myrna Ragar	826-0570	Yes	30	3-7	Possibly
Ollison's Garage	2809 E. 12th Sedalia, MO	Keith Ollison	826-4077	No	0	0	Yes
Pepsi-Cola Bottling	2910 W. Broadway Sedalia, MO	W. C. Ream	826-8144	Yes	30	4-9	Possibly
Pettis County Ambulance	626 E. Fifth Sedalia, MO	Joe Was.	826-5316	Yes	10-15	6-12	Possibly
Post Office	405 E. Fifth Sedalia, MO	Roy Hinton	826-8887	Yes	25-30	4-9	Possibly
Ramada Inn	3501 W. Broadway Sedalia, MO	Darrell Olsen	826-8400	Yes	15	5-12	Possibly
Rest Haven Retirement Home	1800 Ingram Sedalia, MO		827-0845	Yes	10	1-9	Possibly
Retail Bakery	Sixth & Ohio Sedalia, MO	Mr. Mallory	826-6920	Yes	20	K-9	Possibly

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
R. J. Reynolds, Inc.	Sedalia, MO	Harold R. Roseman	827-3395	No	0	3-12	Yes
Rick's Body Shop	Route 2 Sedalia, MO	Rick Greer	826-1157	Yes	25-30	7-12	No
Rival Manufacturing	16th & Lamine Sedalia, MO	Jim Houchen	826-6600	Yes	15	4-12	Yes
Rival Manufacturing	Miller's Park Plaza Sedalia, MO	Nyra Price	827-3860	No	0	0	Yes
Sears	110 W. Third Sedalia, MO	Finis Galloway	826-6500	Yes	10	7-12	Yes
Sedalia Computer Service	210 E. 7th Sedalia, MO	Larry McRoy	827-1990	Yes	10-15	0-12	Yes
Sedalia Democrat	700 S. Massachusetts Sedalia, MO	Don Keller	826-1000	Yes	15	K-16	No
Sedalia, Implement	2205 S. Limit Sedalia, MO	John Joy	826-0466	Yes	15-25	7-12	Yes
Sedalia, Memorial Airport	E. Highway 50 Sedalia, MO	James Addas	826-9796	Yes	Small	K-14	Possibly
Sedalia Police	Third & Osage Sedalia, MO	Bill Miller	826-0214	Yes	10-15	1-14	Yes
Sedalia Sheriffs Department	Pettis County Court House Sedalia, MO	Mr. Don Stratton Mr. Emmett Fairfax	827-0052	No	0	0	Yes
Sedalia Water Department	111 W. Fourth Sedalia, MO	C. H. Taylor	826-1234	Yes	15	6-9	Possibly

nd Shop

Southwestern Bell  
Telephone

State Fair Community  
College

The Craft Shop

Third National Bank

Town & Country Shoes

Robert A. Treuner Masonry  
Company

Tullis Hall Dairy Company

U. S. Army Recruiting  
Station

Walker Publishing Company

Wilken Music

Zephyr Manufacturing

ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
1716 W. Ninth Sedalia, MO	Al Reese	827-2223	Yes	20	K-12	Yes
220 E. Fifth Sedalia, MO	Bob Johnson	826-9800	Yes	25	K-12	Yes
1900 Clarendon Road Sedalia, MO	Fred Davis	826-7100	Yes Check with Betty Blackwell	5-10	9-12	Yes
318 S. Ohio Sedalia, MO	Mrs. Boatman	827-3041	Yes	15-20	5-12	Possibly
301 S. Ohio Sedalia, MO	Bob McDonald	827-3333	Yes	30-40	6-9	Possibly
201 N. Missouri Sedalia, MO	Charles Rayl Ken Grott	826-4490	Yes			
1703 E. Seventh Sedalia, MO	Robert Treuner	827-1474	No	0	0	Yes
541 E. Fifth Sedalia, MO	Mr. Funnell	826-3030	Yes	10	3-12	No
514 S. Ohio Sedalia, MO	Jerry Zahner	826-8879	No	0	0	Yes
2016 S. Main Sedalia, MO	Mark Kitch	826-8200	Yes	15	5-12	Yes
Thompson Hills Sedalia, MO	Mr. Wilken	826-9356	Yes	10	4-12	Yes
400 W. Second Sedalia, MO	C. M. Huddleston	826-0352	Yes	10-15	4-9	Possibly

# GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Farmers & Merchants Bank	Main Street Green Ridge, MO	Bob Roach	527-3311	Yes	15-20	K-12	No
Flossie's Beauty Shop	Green Ridge, MO	Flossie Ream	527-3435	Yes	3-4	7-12	No
Green Ridge Lumber Company	Green Ridge, MO	Robert Carlson	527-3412	Yes	20-25	K-12	No
Green Ridge News	Green Ridge, MO	Jim Stark	527-3512	Yes	3-4	3-12	Yes
Green Ridge Post Office	Green Ridge, MO	Melvin Ream	527-3385	Yes	20-25	K-12	No
M.F.A. Exchange	Green Ridge, MO	Stan Bowlin	527-3313	Yes	15-20	K-12	Yes
Warren Grocery	Green Ridge, MO	Mr. Warren	527-3317	No	0	0	No
Rodewald's Cafe	Green Ridge, MO	Steve Rodewald	527-3662	Yes	15-20	K-12	Yes

## GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Ault's Skelly Station	1570 S. Odell Marshall, MO	Bob Ault	886-6792	Yes	20	7-9	No
Banquet Foods	253 W. Marion St. Marshall, MO	Caton Martin	886-3301	Yes	20	4-9	Possibl
Gordon Buckner	305½ E. North Marshall, MO		886-3408	Africa and Coin Col. Ham Radio			Yes
Cargill Inc.	324 N. Odell Marshall, MO	Jack Hartwick	886-7466	Yes	20-25	9	Possibl;
DeKalb Ag. Research	830 N. Miami Marshall, MO	Don Wert	886-7438	Yes	10-40	5-9	Possibl;
Democrat News	121 N. Lafayette Marshall, MO	Jerry Arnett	886-2233	Yes	25	7-9	Yes
Emma Creamery	Emma, MO	Homer Dierking	.	Yes	25	3-6	No
Farmers Savings Bank	102 E. Arrow Marshall, MO	Ed Gordon	886-7477	Yes	25	7-9	Yes
Fitzgibbon Hospital Nursing	868 S. Brunswick Marshall, MO	Lillian Best	886-7433	No	0	0	Yes
Steve Hartwig	623 N. Lake Drive Marshall, MO		886-7866	Merchandising with emphasis on shoplifting			Yes
Heinzler Brothers Welding	264 S. Salt Pond Marshall, MO	Frank Heinzler	886-7775	Yes	20-25	7-9	No
Harold Hoey	1425 E. Eastwood Marshall, MO		886-2921	No		Conservation Show Film	Yes



NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
KMO-KMFL Radar & Instruments	W. Highway 65 Marshall, MO	Mr. Douglas Jack Abdon	886-7422	Yes Yes	20-25 20-25	7-9 3-6	Yes Yes
Marshall Chamber of Commerce	214 N. Lafayette Marshall, MO	Leo Hayob	886-7464	No	0	7-9	Yes
Marshall Floral & Greenhouse	160 W. Summit Marshall, MO	Juanita Dametz Gerri Sue Watts	886-7177	Yes Floral arrangement	20	7-9	Yes Yes
Marshall Inn	Highway 65 & Vest Marshall, MO	Dewey McKinney	886-7417	Yes	20-25	K-6	Possibly
Marshall State School and Hospital	E. Slater Marshall, MO	M. L. Daughtry	886-2202	Yes	30	12-16	Possibly
MFA Research Farm	Route 1 Marshall, MO	Jim Claxton Carter Shannon	886-3668	Yes	20-25	6-12	Possibly
Missouri Valley College	500 E. College Marshall, MO	Steve Woods	886-6924	No	0	9-12	Yes
Municipal Utilities	765 W. North Marshall, MO	Robert Hayob Hubert Hinton	886-5588	Yes	20-25	K-12	No
James Nisely Lab. Technician	Odell Clinic Marshall, MO		886-3366	No	0	0	Yes
Post Office	205 N. Lafayette Marshall, MO	Mr. Weislocker	886-6200	Yes	25	7-9	No
Professional Gym Inc. Plant	805 Cherokee Lane Marshall, MO	Ray Mach	886-3042	Yes	20-25	4-12	No
Steve Rimmer	417 E. Highlander Marshall, MO		886-6124	No	Vietnam Police		Yes

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Tygart & Arth Body Shop	207 E. Belle Marshall, MO	Ray Arth	886-3033	Yes	25	7-8	Yes
Wilson's Company, Inc.	Box 340 Marshall, MO	Don Rutter	886-5522	Possibly	12	7-12	Possibl
Wood & Huston Bank	27 North Street Marshall, MO	Mitchell Giesler	886-5575	Yes	25	7-9	Yes

GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Attorney at Law	Warsaw, MO	Edwin Brady	438-5116	No	0	0	Possibly
Benton County Enterprise	Warsaw, MO	Hahlon White	438-6312	No	0	0	Possibly
Benton County R-IX	Warsaw, MO	John Boise	438-7351	No	0	8-10	Yes
Brick Mason	RFD 3 Warsaw, MO	Lee Slavens	438-5360	No	0	0	Possibly
Creasy's Insurance	Warsaw, MO	Gordon Creasy	438-5621	No	0	0	Yes
District Conservation Soil Conservation Serv. Dept. of Agriculture	Warsaw, MO	Dan Philbrick	438-6611	No	0	0	Yes
DeLong Dry Goods	Warsaw, MO	Mrs. DeLong	438-5307	No	0	0	Possibly
Durham Chevrolet	Warsaw, MO	Cloyd Durham	438-5133	Yes	10	8-12	Yes
Estes' 66 Station	Warsaw, MO	Gary Estes	438-6022	No	0	0	Possibly
Fajen's Inc.	Warsaw, MO	Mary Wray	438-5111	Yes	30	1-12	Possibly
Model Cleaners	Warsaw, MO	Richard Kingma	438-5831	Yes	20	K-12	No
Reinhart Fajen, Inc.	Warsaw, MO	Eloise Atkins	438-5111	Yes	20	11-16	No
Harry S. Truman Reservoir	Warsaw, MO	Edwin Elmore	438-6780	Yes (Plant trees, etc.)	25	4-6	Yes
Unitog	Warsaw, Mo	Osborne McMillen	438-5117	Yes	Arr.	7-12	No
Warsaw Auto Supply	Warsaw, Mo	Stan Intelman	438-7321	Yes	Small	1-14	No

NAME	ADDRESS	REPRESENTATIVE	TELEPHONE	TRIP	SIZE	LEVEL	SPEAKER
Warsaw Boonslick Library	Warsaw, MO	George Heizman	438-5211	Yes	25	K-12	No
Warsaw Post Office	Warsaw, MO	Mrs. Lloyd	438-6211	Yes	15-25	K-12	No

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GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Allstate Insurance	4800 E. 63rd Kansas City, MO	John Irish	333-6800	Yes	20	11-16	No
Breecch Academy-TWA	6300 Lamar Avenue Mission, KS	Mickey Holiday	842-4000	Yes	20	11-16	Yes
Business Mens Assurance	BMA Building Kansas City, MO	Almeta Wilcher	753-8000	Yes	20	11-16	No
Commerce Bank	10th & Walnut Kansas City, MO	John Wells	234-2000	Yes	20	11-16	No
Hallmark	25th & McGee Kansas City, MO	Rose A. Lightle	274-4667	Yes	20	11-16	Yes
Macy's	1034 Main Kansas City, MO	Mrs. Cullen	221-3737	Yes	20	11-16	No
Patricia Stephens Modeling Finishing School	4638 Nichols Road Kansas City, MO	Sue Peterson	531-5866	Yes	60	7-12	Yes
Missouri Pacific Railroad	210 N. 13th Street St. Louis, MO	D. M. Tutke	314-2944	Yes	Arr.	7-12	Possibly